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Thesis

AN ANALYSIS OF WORKBOOKS IN
AMERICAN HISTORY - JUNIOR HIGH LEVEL

Submitted by

Margaret Gertrude Cronin

(B.S. in Ed., Worcester State Teachers' College, 1931)

In partial fulfillment of requirements for
the degree of Master of Education

August, 1948

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First Reader : William H. Cartwright, Assistant Professor
of Education

Second Reader : W. Linwood Chase, Professor of Education

Third Reader : J. Wendell Yeo, Professor of Education

of assistance in preparing and correcting the manuscript.
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advisor.

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Acknowledgments

The writer of this thesis wishes to acknowledge here the assistance of two other candidates for the Degree of Master of Education: - Christie Nicholas Zetes and Mr. Nicholas Megas - who have worked on a different phase of workbooks - and who have contributed to the preparation and compilation of the data included in this manuscript. They have, together with the writer, interchanged materials and ideas.

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CHAPTER I

INTRODUCTION

Statement of the problem. It is the purpose of this study (1) to determine to what extent workbooks in American History at junior high school level can aid pupils to study more economically and effectively; (2) to make a comparison of the kinds of activities found in these workbooks.

Importance of the study. A secondary school is judged on the extent to which it meets the educational needs of all the pupils who attend it. The teacher is in the classroom to help each child grow desirably in all directions at the same time. While he is acquiring the tools of learning and important facts, he should be growing in practical knowledge of his immediate surroundings, in understanding of human relationships and personal efficiency, as well as in the ability to adjust himself to others. Such growth is partly a matter of what facts are selected for teaching and how the general procedures of the classroom are handled.

Today in education great emphasis is being placed on individual abilities and differences. Every teacher knows there are as many individual learning problems as there are pupils in her class. Because it seems inevitable that much of the teaching in the social studies is based on the use of textbooks and since many of these textbooks do not provide

enough practice exercises to provide for these individual differences some other source must be provided. One of the ways suggested for meeting these differences is the use of workbooks. Many of these workbooks are written primarily to facilitate the study of a particular text; others have independent organization and contain references to several texts. This study would be of value to administrators and teachers in their selection of workbooks and to workbook authors whose works are so widely used.

Need for the study.

Few, if any educational devices have ever received such rapid and widespread acceptance in America as the workbook has since 1915. Data are not available to show the growth in objective terms, but it is well known that the increase in the use of this modern teaching and learning device has been phenomenal.

'In a survey of two hundred and twenty school systems which were using the device in 1931, it was revealed that 47 per cent of the schools were using workbooks in four or more different subjects, while 9 per cent were using them in eight or nine different subjects.' 1/

The prospective teacher might well ask, "Whence came the idea? What form has it taken, what are the values and limitations of the device, what features does it contain, and how may it be used most effectively?" 2/

1/ T.V. Goodrich, "Is the Workbook a Necessity or a Luxury ?"
School Executive Magazine, Vol. 50, April, 1931, pp. 359-361.

2/ J.G. Umstattd, Secondary School Teaching. Boston: Ginn and Company, 1941, p. 182.

CHAPTER II

REVIEW OF LITERATURE

Definition of Workbook. Good^{1/} defines a workbook as a "study or learning guide for pupils, often related to a particular textbook or to several textbooks; it may contain exercises, problems, practice materials, directions for use, space for recording answers and frequently, means of evaluating the work done."

Commercially prepared drill material has been available for years in the form of flash cards, reading charts and printed sheets of arithmetic problems. The most carefully prepared and organized form in which this type of material appeared is the workbook.

Several hundred workbooks are available; thousands of schools use them; all subjects and levels are covered from primary to college. ^{2/}

^{1/} Carter V. Good, editor, Dictionary of Education. New York: McGraw-Hill Book Company, Inc., 1945.

^{2/} William H. Burton, The Guidance of Learning Activities. New York: D. Appleton-Century Company, 1944, p. 404.

The Rise of the Workbook. Tryon^{1/} states:

During the past twenty years no less than two hundred volumes of instructional aids in the social studies have circulated under such titles as notebooks, workbooks, study guides, study helps, progress books. By 1930 a little order had begun to emerge out of this chaos of titles. After that date the word 'workbook' was used in spite of the multiplicity of titles under which these instructional aids circulated during the late 1920's. The fundamental purpose back of them was essentially the same, namely, to place in the hands of the pupils in social studies classes materials that would enable them to attain maximum use of their time when not engaged in the routine of reciting to the teacher.

In a study by Goodykoontz^{2/} it is stated that returns from eight publishers indicated that they published a total of 454 workbooks. One publisher indicated that his workbook sales contributed 11 per cent of his total sales.

Ernest Horn^{3/} says:

The flood of workbooks published in the last few years constitutes the most striking trend in the production of instructional equipment. The ideas lying back of these books are, of course, very old. They are embodied in the questions, guides, exercises, and references that have long appeared in textbooks as well as in separate sheets and pamphlets used for tests, reviews, and cramming for examinations.

^{1/} R.M. Tryon, "Development and Appraisal of Workbooks in The Social Studies," School Review, 46:17-31, January, 1938, p. 19.

^{2/} Bess Goodykoontz, "Current Uses and Effects of Workbooks," Curriculum Journal, 6:30-35, April 22, 1935.

^{3/} Ernest Horn, Methods of Instruction in the Social Studies, Part XV, Report of Commission on the Social Studies, American Historical Association, New York: Scribner's, pp. 220-221.

Origin of the Workbook. Many theories exist as to the origin of the workbook.

Young^{1/} says, " the movement to abolish the traditional recitation and the development of the supervised study movement was probably the most effective reason for the sudden rise and development of the workbook movement in the Social Studies."

It may be said that the workbook movement was accelerated in proportion to the extent that the material it contained was accepted by the proponents of the system of individualized instruction.

Stormzand and Lewis^{2/} believe that the evolution of the workbook is due to two factors in recent educational practices, notably the standardized testing and the supervised method of teaching.

Francis H. White^{3/} says:

Two types of instructional aids in the social sciences might almost be said to have existed during the first twenty-five years of the present century. These were the outline and the outline map book. The general pattern used in the early outline studies, copyrighted between 1895 and 1915, was followed, with few changes, in many workbooks appearing since 1924.

1/ William E. Young, "Methods of Learning and Teaching,"
Review of Educational Research, Vol. II, p. 451.

2/ M.J. Stormzand and R.H. Lewis, New Methods in the Social
Studies. New York: Farrar and Rinehart, p. 27.

3/ Francis H. White, Pupils' Outline Studies in U.S. History.
New York: American Book Company, 1895.

The workbook movement in social studies in the course of its development merged the outline and the outline map. Just when the merging began is difficult to say, but this movement which attained flood stage about 1930 "was reactionary rather than progressive" is the belief of C.C. Van Liew.^{1/}

By adding a few tests, introducing a little more variation in the filling-in exercises, placing the word unit before the titles of the outlines, introducing a few meaningless words such as 'contract', 'problem', and 'project', and changing the title from pupil's notebook and study guide to pupils' workbook any one of this series of aids that originated forty years before could be made to appear almost ultra modern. ^{2/}

Whatever the reason for this growth, the workbook is widely used and, as S.A. Courtis says:

whether or not a teacher decides to use a workbook is a small matter, but that thousands of teachers here, there, and everywhere, turn to workbooks and other instructional aids is a very important matter indeed. For it reveals an evolutionary tendency in education which bids fair eventually to transform completely our ideals of what education is and how it ought to be conducted.

^{1/} C.C. Van Liew, "Can the Workbook Be Justified ?" School Executive Magazine, 53, October, 1935, pp. 38-39.

^{2/} C.C. Van Liew, op. cit., pp. 38-39.

^{3/} S.A. Courtis, "The Why and How of Instructional Aids," Curriculum Journal, 6:14, April, 1935.

Review of the Literature. In view of the enormous output and the prevalent use of workbooks, the amount of critical literature concerning them is surprisingly small. Bess Goodykoontz^{1/} states:

that which is available deals for the most part, in generalities, or attempts to justify the widespread adoption of workbook techniques in the light of modern educational practices. There is little evaluation or critical analysis of material and format. One searches for a thoughtful appraisal of the relatively large proportion of time devoted to workbooks in the daily program of many schools. Strange to say, there seems to be little written opinion regarding the use of workbooks on the part of those who, next to the child himself, are most deeply concerned - the teachers and administrators.

Those educators who have expressed opinions regarding the use of the workbook as an instructional aid have not been in accord as to their value.

Tryon^{2/} surveyed the prevalence of the use of workbooks, discussed its historical background, criticized the two pieces of research on the social studies workbook, discussed some opinions about the value of workbooks and forcefully denounced the use of the workbook for social sciences. In an analysis of 161 workbooks, primary grades through senior high school, Tryon claimed that the workbook as a teaching aid is "inherently incapable of being brought into line with recognized good teaching in the social studies."

^{1/} Bess Goodykoontz, "Current Uses and Effects of Workbooks," Curriculum Journal, 6:30-40, April 22, 1935.

^{2/} R.M. Tryon, "Development and Appraisal of Workbooks in the Social Studies," School Review, 46:17-31, January, 1938, p.19.

^{1/}
Carrothers states:

We hear the word 'workbook' in every grade, in every school and the first part of the word 'work' is about the only place where work is discovered in some classes. Workbooks everywhere, authors' meal ticket, publishers' source of revenue, teachers' godsend, makeshift or pet aversion, as the case may be, pupils' crutches or skids on which they slide through school, parents' consistent expense, America's opportunity to waste tons of paper.

Wesley says:

Textbooks, mapbooks, scrapbooks, reading books and notebooks would seem to furnish adequate equipment for the dullest student. Where then is the niche into which the workbook can fit? The answer would seem to be that workbooks are designed to absorb at least some of the functions of these others books. ^{2/}

The guiding device of a workbook may be admirable for a beginner, but should they be used throughout an entire course? If study questions are consistently used, when will the student learn to select important points, to read analytically, to appraise a section or a chapter, to organize the material in his own mind? In other words, when will he learn instead of merely hunting for answers to set questions?

^{3/}
Rolla M. Tryon in his argument against the use of the workbook in the social sciences states:

It can be truly said of most of the present workbooks in the social sciences that they reduce learning to a matter of doses; make children mechanical memorizers; reduce the teacher's initiative and originality; contain too many trivial and unrelated facts; are overloaded with poorly graded exercises that are not cumulative in difficulty.

^{1/} G.E. Carrothers, "Workbooks," Educational Digest, April, 1945, Vol. 10, pp. 32-34.

^{2/} Edgar Wesley, "Workbooks in the Social Studies," Historical Outlook, Vol. XXII, April, 1931, p. 152.

^{3/} Rolla M. Tryon, "The Development and Appraisal of Workbooks in the Social Sciences," School Review, Vol. XLVI, January, 1938, pp. 146-153.

On the subject of workbooks Riggs^{1/} feels that by their use we are tending to make our youth blankfillers. He believes students should be allowed to select and organize their own material.

Among other conclusions Riggs states, "In our eagerness to be modern and up to date, we should not lose sight of the fact that schools are responsible for training boys and girls for a place in life, and to this end we should be mindful that we do not send them from the schools merely blankfillers."

In stating his objections to the workbook Miller^{2/} says, "It should be realized that creative writing, library readings, arts and crafts, dramatic and real life experience will have more educational value than even the best written and wisely used workbook can provide."

Osburn^{3/} feels that workbooks are "just one more drug that is for sale." He also claims "They do not recognize the important factor of individual differences."

1/ H.H. Riggs, "Are We Making Blank Fillers Out of Students?" School Executive Magazine, March, 1932, p. 325.

2/ E.F. Miller, "What About Workbooks?" American Childhood, December, 1946, p. 15.

3/ W.J. Osburn, "Educational Medicine," Educational Research Bulletin, Vol. 10, pp. 19-20.

1/
Beard^{1/} warns against the use of cumbersome supplementary exercises.

The forest is likely to be lost in the trees. Often supplementary readings, instead of reenforcing the general outline, confuse it by covering it with bewildering details. Workbooks, map studies and other so-called aids to instruction, unless carefully made, may likewise tangle the skeins of knowledge instead of straightening and giving precision to the thread.

2/
Betts^{2/} in his criticism of indiscriminate use of workbooks states:

Many workbooks and instructional devices are largely mechanical in nature. They are frequently used as busy work and as a means of discipline; have sometimes been used to bring about further regimentation of pupils' activities, thereby defaulting possible educational value; they appear to be instructional on the assumption that sheer repetition fixes learning; and too often teachers tend to lean on workbooks as self-instructive and therefore use them to compensate for their own inadequacies.

3/
Branom^{3/} maintains that "A workbook, no matter how fine it is, can never take the place of a good teacher."

1/ Charles A. Beard, "The Nature of the Social Sciences," Report of the Commission on Social Studies, American Historical Association, Vol. 7, Part 7, 1934, p. 193.

2/ E.A. Betts, Foundation of Reading Instruction. Boston: American Book Company.

3/ Frederick K. Branom, Teaching the Social Studies in a Changing World. Chicago: W.H. Sadler Inc., 1942, pp. 123-124.

Beard warns against the use of cumbersome supplementary

exercises.

The forest is likely to be lost in the trees. Other supplementary readings, instead of reinforcing the general outline, confuse it by covering it with bewildering details. Workbooks, map studies and other so-called aids to instruction, unless carefully made, may likewise tangle the chains of knowledge instead of straightening and giving precision to the threads.

Beard in his criticism of indiscriminate use of work-

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Many workbooks and instructional devices are largely mechanical in nature. They are frequently used as busy work and as a means of discipline; have sometimes been used to bring about further regimentation of pupils' activities, thereby defeating possible educational value; they appear to be instructional on the assumption that sheer repetition fixes learning; and too often teachers tend to lean on workbooks as self-instructive and therefore use them to compensate for their own inadequacies.

Bronson maintains that "A workbook, no matter how

fine it is, can never take the place of a good teacher."

Charles A. Beard, "The Nature of the Social Sciences," Report of the Commission on Social Studies, American Historical Association, Vol. V, Part V, 1934, p. 123.

E. A. Beard, Foundation of Reading Instruction. Boston: American Book Company.

Frederick K. Bronson, Teaching the Social Studies in a Grammar School. Chicago: W. B. Eerdmans Inc., 1932, pp. 122-124.

^{1/}
Hurder in his discussion of instructional aids states:

In the program of instruction it is advisable to canvas the possibilities in the variation in method or procedure and to make systematic attempts to evaluate the feasible possibilities discovered. For example, after a teacher has made use of all resources at his command, he may find that there are many pupils who do not show satisfactory degrees of achievement. In analyzing the probable reason for such lacks, he may decide that these pupils do not seem to be able to select fundamentals and concentrate attention upon them. Their attentions, in other words, are too diffused.

In such a situation, the possibility of a workbook, to help remedy the discrepancy may suggest itself. A properly developed workbook should help a pupil to select fundamentals and concentrate his attentions. It should direct him in his study procedures so that he may arrive more surely at the goals of instruction.

A desirable procedure for a teacher who has planned such a workbook is a 'follow-up' to discover whether certain uses of the workbook have actually resulted in increased achievement. This plan involves a testing or evaluating program.

Other educators like Hurder do not approve the use of workbooks but do agree that "under proper guidance and in certain cases they might be of some value as instructional aids."

^{2/}
Goodrich, summarizing his study of 245 schools using workbooks states:

the workbook is not an absolute necessity, for it is possible to do school work without it. . . . It is not a luxury, however, in the sense that the chief reasons for its use are convenience or pleasure, for it has sound educational values. These values, however, are realized only when the workbook is well selected and intelligently used.

1/ A.W. Hurder, "The Workbook As an Instructional Aid," School Review, 39:608-616, October, 1931.

2/ T.V. Goodrich, "Is the Workbook a Necessity or a Luxury?" School Executive Magazine, 50:359-361, April, 1931.

Even the best workbook is no panacea for educational ills. It is, however, a tool that makes it possible for a skilled workman to do a better piece of work.

^{1/}
Wesley states:

It is exceedingly hard to prove objectively that one textbook is better than another or that one method is more effective than another or that workbooks have demonstrated their utility. Such experiments as have been conducted on the use of workbooks show no overwhelming advantage in their use, but the same can be said of any method, textbook, or administrative arrangement. It will be found, as will all answers to questions of value, in the judgment of those who have opportunities to observe. The eventual value depends upon the skill, ingenuity, and insight of the teacher as much as it does upon the value of the quality of the workbook.

^{2/}
Harap criticized the widespread use of workbooks without proper intelligent understanding of their nature. He claims workbooks "stifle pupils' initiative in planning" and the mode of response is "unmotivated."

^{3/}
McGuire, like Harap, says, "Workbooks and devices have a place when their use is dictated by intelligent persons. When they become, however, the means of blocking rather than stimulating professional thought, they are worse than useless."

1/ Edgar B. Wesley, "Workbooks in the Social Studies,"
Historical Outlook, 22:151-153, April, 1931.

2/ Henry Harap, "Group of Pupils," Thirty-Fifth Yearbook of
the National Society for the Study of Elementary Education,
Part II. Bloomington, Illinois: Public School Publishing
Company, 1936.

3/ Edna McGuire, "Teacher, Pupil and Workbook," School
Executive Magazine, 54:46-47, October, 1934.

Activities which are found in workbooks are intended to be carried out under supervised study plans or by laboratory procedures is the claim of Bining and Bining^{1/}. They also claim that the best results of teaching are not obtained by following slavishly the directions of a workbook.

Stormzand and Lewis^{2/} express the opinion: "unless one has a very conservative estimate of the value of drill in the memorization of facts, dates, and events in history or similar dates in geography or civics, it must be apparent that this method will have only a limited application in the social studies."

Workbooks, as instructional aids have been criticized because they are said to mechanize work, to lull the teacher into inactivity, stunt the growth of resourcefulness and waste time. Other arguments used by the opponents of workbooks are the cost, the use of workbooks as busy work and as a means of discipline. It is also the contention that workbooks stress non-problem-solving abilities.

Whatever may be their merit or lack of merit, the trend now is to use workbooks and many educators have declared that in the hands of skilful, intelligent teachers they can be valuable instructional aids.

1/ A.C. and D.H. Bining, Teaching the Social Studies in the Secondary School. New York: McGraw-Hill Book Co, Inc., Revised edition, 1941

2/M.J. Stormzand and R.H. Lewis, New Methods in the Social Studies. New York: Farrar and Rinehart, 1935, p. 3.

Wesley^{1/} claims that workbooks skilfully used can:

1. Provide drill for the less capable pupil.
2. Furnish guidance to pupils, who because of numbers, can receive only occasional attention from the teacher.
3. Save the energy of the teacher by furnishing prepared exercises.
4. Provide a method of covering materials missed because of absence.

"A good workbook can be either an utterly valueless instrument or an indispensable tool, depending upon the manner in which it is adjusted to the instructional situation in which it is used," is the opinion expressed by Vreeland.^{2/}

Broening^{3/} sets eleven standards for a good workbook.

It must:

1. Stimulate the abilities and interest of each pupil.
2. Reveal to pupils the immediate and desired values of the subject matter.
3. State clearly the direction to pupils.
4. Afford variety of learning.
5. Assume only skills which pupils may reasonably be expected to have.
6. Divide the unit into psychologically acceptable sub-units.

^{1/} Edgar Wesley, Teaching the Social Studies. Boston: D.C. Heath and Company, 1942, p.652.

^{2/} W. Vreeland, "A Good Workbook from the Teacher's Point of View," Nation's Schools, 18:35-37, July, 1936.

^{3/} Angela M. Broening, "Teachers' Use of Workbooks," Curriculum Journal, Vol. VI, April 22, 1935, pp. 26-29.

Westley claims that workbooks actually need can:

1. Provide drill for the less capable pupil.
2. Provide guidance to pupils, who because of nervousness can receive only occasional attention from the teacher.
3. Save the energy of the teacher by furnishing prepared exercises.
4. Provide a method of covering materials missed because of absence.

"A good workbook can be either an utterly valueless instrument or an indispensable tool, depending upon the manner in which it is adjusted to the instructional situation in which it is used," is the opinion expressed by Vresland.

Browning sets eleven standards for a good workbook.

It must:

1. Stimulate the abilities and interest of each pupil.
2. Reveal to pupils the immediate and desired values of the subject matter.
3. State clearly the direction to pupils.
4. Afford variety of learning.
5. Assume only skills which pupils may reasonably be expected to have.
6. Divide the unit into psychologically acceptable sub-units.

W. Westley, Teaching the Social Studies. Boston: D.C. Heath and Company, 1932, p. 632.

E.W. Vresland, "A Good Workbook from the Teacher's Point of View," Education's Schools, 18:25-27, July, 1936.

E. Angela M. Browning, "Teachers' Use of Workbooks," Curriculum Journal, Vol. VI, April 22, 1935, pp. 22-23.

7. Encourage the pupils to add questions, suggestions and activities of their own.
8. Challenge bright pupils to add questions, suggestions and activities of their own through special reading, and additional observation of first-hand data, without discouraging less bright pupils.
9. Provide natural situations for individual reports and open forum discussions.
10. Utilize pupils' special abilities in art, language, etc.
11. Provide checking devices and standards of attainment.

A great deal of time formerly spent by the teacher in group drills and check-ups can be used to a greater degree of benefit in individual instruction; at the same time, the bright pupils can continue their progress without being forced to keep step with the slow moving members of the class.

Maxwell^{1/} contends that the workbook:

- (a) develops initiative and independence on the part of the pupil.
- (b) presents material in definite sequence and is more definite than is the individual teacher.
- (c) reduces the teacher's labor .

These conclusions were drawn after a study of workbook literature and discussions with publishing companies and interviews with teachers using workbooks.

1/ C.R. Maxwell, "Workbooks, A Recent Development," American School Board Journal, Volume 88, March, 1934, p. 16.

Wilson^{1/} supports the idea that workbooks save time and give the teacher more time. He also believes that "the workbook establishes a working atmosphere in the classroom."

Branom^{2/} in his defense of the workbook states:

If good workbooks are used intelligently they aid the pupil in studying. Workbooks tend to make the work more definite; they guide the pupil in his study, review and testing. They aid in individual instruction and help to make a pupil more independent in his study. Many of the exercises in a workbook are similar to those which the teacher would have his pupils naturally do. The questions, problems, and exercises are in printed form so that the pupil may use them whenever there is a need.

If workbooks are not used, it is often necessary to give many questions and problems orally to the pupils, or write them on the blackboard. Workbooks save time for teachers and pupils.

Brown^{3/} believes workbooks make learning easier and encourage neatness, accuracy and independent thinking on the part of the pupils.

Elliot^{4/} strongly believes that workbooks promote more effective learning due to the fact that "They provide a high degree of flexibility for the individual requirements of pupils and lend themselves well to the building of desirable character traits."

1/ H.E. Wilson, "Worksheets As Aids in Supervised Study," Historical Outlook, 20: 287-91, October, 1929.

2/ F.K. Branom, op. cit., pp. 123-24.

3/ Frederick S. Brown, "Workbooks Wanted," School Executive Magazine, 61:30-31, February, 1942, p. 30.

4/ Albert W. Elliot, "The Workbook Craze," School Executive Magazine, 51: 19-20, September, 1931.

"Commercial workbooks in social sciences are no longer merely 'test books' but they provide a wide variety of learning experiences, which gives them a value of their own entirely separate from that of the textbook they are designed to accompany," says Shoen.^{1/}

Although Stormzand and Lewis^{2/} do object to the use of drill exercises in the teaching of the social studies, they do believe that the workbook can be of aid for self testing and diagnosis.

Stormzand and Lewis observe:

If we eliminate the drill motive in the social studies and assume a workbook that makes an intelligent evaluation in its test exercises of the most important elements, the workbook exercise on a particular chapter or period in history may serve both as a helpful device for a pupil's independent testing of his reading or study, and an intelligent guide to direct him to an effective and economical review of sections in which the test shows his understanding or recall is imperfect.

As a basis for remedial instruction with some conscientious study and direction on the part of the teacher, remedial applications can be realized from the typical workbook in social studies. If the study lessons are not merely used as convenient testing devices for grading the pupils on their daily work, the careful examinations and summary of failures and omissions on various specific items in the workbooks will reveal profitable suggestions for reviews, for improved emphasis in instruction or for special supplementary or clarifying, explanation by the teacher. ^{3/}

1/ Harriet Shoen, "Work Exercises and Test Items: A Contrast of Purpose," Social Education, 2:333-339, May, 1938

2/ M.J. Stormzand and Robert H. Lewis, op. cit., pp. 35-36.

3/ Ibid., pp. 35-36.

Gates^{1/} believes that in the elementary grades workbooks are useful in introducing new words and developing skills, save much time and help the teacher discover what part of the lesson needs reconsideration and re-reading.

Goodrich^{2/} found that in answering his questionnaire, 245 school administrators concluded that satisfactory workbooks have the following values:

- (a) the amount and character of drill material
- (b) advantages offered in making assignments
- (c) its adaptability to individual and to individual instruction
- (d) the saving of teachers' and pupils' time
- (e) its uses as supplementary material
- (f) its help to the teacher which enables her to do better work.

Canfield's^{3/} opinion is that a workbook is a valuable teaching aid, especially in the elementary school where the drill function is most valuable.

"Small units of material presented at one time focus the wandering attention of the young child better than the continuous material of the textbook," is the opinion of Hildreth,^{4/} in her defense of the value of the workbook in

1/ Arthur I. Gates, "The Workbook in Practice," School Executive Magazine, Vol. 51, April, 1932, pp. 349-50.

2/ T.V. Goodrich, op. cit., pp. 359-361.

3/ J.W. Canfield, "Assignment Sheets and Study Guides," Modern Education, Vol. 4, October, 1931, pp. 30-31.

4/ Gertrude L. Hildreth, Learning the Three R's: A Modern Interpretation. Philadelphia: Educational Publishers, 1936.

the elementary grades.

One must not rely completely on opinions in the use of any tool in education, but one must look for scientific data on which to base its value. The writer will devote the remainder of this chapter to actual experimentations dealing with workbooks or workbook items.

Umstatta^{1/} made an analysis of many workbooks in many fields and found a wide assortment of study devices and aids in history workbooks. All the samples analyzed were applications of the workbook idea and were called workbooks.

The author, for convenience, in reporting the results of the analysis grouped the devices under four headings:

1. Specific study aids
2. Graphic presentation
3. Drill materials and other learning exercises
4. Testing materials

Out of twenty-nine workbooks in history analyzed, the following were some of the results.

^{1/} J.M. Umstatta, Secondary School Teaching. Boston: Ginn and Company, 1937.

Number of WorkbooksResults

15	Had introductory remarks
6	Had Objectives
20	Had instructions to student
8	Had self-instruction devices
10	Had textbook references
11	Had reading lists
11	Had provisions for choice of work
9	Had separate directions to teachers
4	Had Graphs
23	Had Maps
4	Had Diagrams
15	Had Charts
15	Had Achievement type tests
7	Had self-testing exercises
1	Had pre-tests
0	Had diagnostic tests

The investigator concluded that not enough challenging problems and projects were included in workbooks.

In an attempt to determine the relative values of workbooks and other traditional methods of instruction in teaching high school physics, Hurder^{1/} carried on a series of experiments in the years 1927-1928, and 1928-1929.

1/ A.W. Hurder, op. cit., pp.608-616.

In his first two experiments he made use of work sheets in one class and lectures in another. The results were not very conclusive as he found that one favored the lecture type method while the other favored the supervised study method. He did say, however, that the workbooks tend to help pupils help themselves by : " showing them tasks, the accomplishment of which will help them in the achievement of the larger objectives of education and by indicating the nature of the specific steps to be taken in the accomplishment of these steps."

In an experiment to test the value of "Teacher Assignment versus Workbook Assignment", G.A. Motter^{1/} found the following:

For the teaching of factual matter in social sciences there is no significant difference between the effects of the workbook method and the teacher-directed method of notebook work and class discussion and recitation. For formal groups the slight difference in favor of the teacher-directed method approached significance, while for groups of superior pupils this difference approached more nearly to significance, again in favor of the teacher-directed method.

Peterson^{2/}, experimenting with pupil-made notebooks and published workbooks in the Dean Hill High School at Peekskill, New York, during the years 1932 and 1934, found that in two out of three experiments the pupil-made notebook was of

^{1/} George A. Motter, "Teacher Assignment Versus Workbook Assignments," School Review, Vol. 47: January, 1939, pp. 44-50.

^{2/} G.W. Peterson and H.R. Douglass, "Published Workbooks Versus Pupil Made Notebooks," School Review, 43: 608-613, October, 1935.

greater value than the published workbook for general science. However, he found that pupils of high I.Q. were aided more by the published workbook, while the notebook aided pupils of lower I.Q.

In a history course, Lundberg^{1/} used the laboratory manual on an experimental contract basis and proved it was an integral part of the history course. Its values were that "it furnished adequate testing devices for varying ability levels and it taught pupils to evaluate study procedures."

In 1931, Wesley^{2/} challenged teachers and students of education to prove scientifically the merits of workbooks.

The challenge was:

It is fitting and perhaps necessary for teachers, authors and educational leaders to study them (workbooks) with the object of ascertaining their values in general and the relative merits of various types and features. Until experimental data are available, the answers to such problems will be based upon whims, opinions, and superficial judgments. Pending the appearance of authoritative studies, each person may add his views and prove as knowing what cannot be disproved.

One of those to take up the challenge thrown out by Wesley was Cressman^{3/}. He made a study of the effect of workbook method of instruction upon the solution of content

1/ G.D. Lundberg, "A New Use for the Laboratory Method," Historical Outlook, 23:26-27, January, 1932.

2/ E.B. Wesley, op. cit., pp. 151-153.

3/ E.W. Cressman, "Workbook Versus Oral Instruction," Journal of Educational Sociology, 7:250-253, December, 1933.

problems. The purpose was to determine whether moral knowledge could be improved by presenting junior high school pupils life situations upon which they were called to pass judgment. His findings showed that the use of workbooks seemed to be superior to the oral method and that instruction on moral problems contributed somewhat to the clarification of the moral concepts of junior high school pupils.

Tryon^{1/} reports two experiments involving social science workbooks, one in grade seven, the other in grades ten and eleven. The results showed that the workbook had no statistically significant effect on the achievement of the group using it.

An experiment to prove that supervised study is one of the best methods of providing for individual differences was carried on by Brumbaugh^{2/} using two heterogeneous groups in two different classes in American history in two different schools, Brumbaugh taught the supervised study group using a commercially published workbook as a study guide. He taught the entire hour with no recitation. The students did most of their work at school and the assignments were weekly research papers and two current events papers.

1/ Rolla M. Tryon, op. cit., pp. 146-153.

2/ E.W. Brumbaugh, "A Comparative Study of the Recitation and The Supervised Study Method," unpublished Master's Thesis, Springfield, Ohio, Wittenberg College, 1935.

His second group was taught in the traditional manner for two semesters. The period of forty-five minutes was used for recitations and discussion of subject matter. All the preparation was made outside the class with no aid from the teacher.

To test his results Brumbaugh used informal objective tests along with Columbia Research Bureau tests in American History to measure achievement and progress.

From his results Brumbaugh concluded that the supervised study method provided a better opportunity for adjustment to individual differences than the recitation method because each pupil worked according to his ability.

Brumbaugh recommended for supervised study the selection of a good study guide, one usable with any of the leading texts.

By means of a questionnaire given to one hundred fifty-five high school students, Brown^{1/} found the following:

Everyone of the 155 students had used a workbook at one time or another and 145 were using workbooks at the time the questionnaire was given.

Over 83 per cent of the group favored it very much; 46 per cent, to a moderate degree; 17 per cent disliked workbooks.

One hundred forty-four of the students reported history as their favorite subject and forty-four of them reported that the workbook was a help in studying history.

1/ F.S. Brown, op. cit., pp. 30-31.

From the questionnaire Brown concluded that high school students like the workbook as an instrument of learning, but they must be more than "blankfillers" in the classroom.

Vera Mead^{1/} studied workbooks on history to determine whether they made for the development of certain abilities. She concluded that workbooks in history make provisions through many learning exercises for the development in pupils of a variety of abilities appropriate to the study of history; 23,840 learning exercises provided for an average of 25 abilities per workbook. The analysis of the types of learning activities showed that 42 per cent involved collecting data. Others, such as remembering, expressing oneself, observing, organizing, and comparing ranged from 5 to 10 per cent. There was a definite lack of problem-solving exercises.

Junior high school workbooks evidenced greater agreement than did senior high school workbooks - the exception was the ability to remember and to imagine.

Smith undertook to show the value of teaching history by the laboratory method.^{2/} This method depends mostly on the use of the unit assignment. By unit Smith means the assignment of work by topics or by historical periods rather than upon a chronological basis. In the laboratory plan, the work

^{1/} Vera O. Mead, "What Abilities Are Stressed in Workbooks in History?" unpublished Master's Thesis, University of Chicago, 1939.

^{2/} P.T. Smith, "A Suggestion on the History Notebook," Historical Outlook, 10:196-198, April, 1919.

is usually done under the direct observation and supervision of the teacher. The period becomes a "work period."

The workbook in the assignment unit provides an excellent series of well planned assignment sheets. These sheets contain a statement of the purpose of the unit, study guide devices, a list of suitable reference materials which correlate with the unit, a series of topics for discussion, and one or more map projects. Such a plan accomplishes some of the aims of a history course.

The assignment sheet insures that all students meet all minimum requirements; assures an adequate amount of reading outside the basic text; it furnishes the teacher with a convenient method of checking upon the pupil's reading; it adapts the course to the individual needs and abilities of the pupils; it provides an entirely different outlook on history which has long been regarded as a dry subject, in the opinion of Smith.

Smith further claims that he has seen many cases of both junior and senior high school students whose attitude has been radically altered when they could follow a line of history reading of their own choosing.

Mary Warren^{1/} compared the workbook in the eighth grade in American history with the pupil notebook method and found

^{1/} Mary Frances Warren, "Relative Values in Use of Workbooks and the Notebook in Teaching American History," unpublished Master's Thesis, Colorado State College of Education, Greeley, Colorado, 1937.

the former inferior in developing knowledge and understanding but slightly superior in developing attitudes. She states, "by comparison of mean scores made on final tests of facts by the notebook group and by the workbook group, it is evident there was no significant difference or gain for either group."

The comprehensive study of the Society for Curriculum Study made in 1935 presents evidence that sanctions, with few reservations, the widespread and growing reliance on workbooks. The analysis of studies dealing with the effectiveness of workbooks as instructional aids is summarized by Miss Goodykoontz^{1/} as follows:

Though the benefits ascribed to the use of workbooks were usually in terms of higher scores on standardized tests, other benefits enumerated included increase in power of self-direction, helps in retention, skill in fundamental processes, reasoning ability and problem solving.

In the study of workbooks in fields other than history, the findings were also indefinite.

The conclusions which this writer draws from the foregoing study can be summed up best by quoting from a newspaper article written by Angelo Patri^{2/}:

The idea that children should learn to work independently is a good one. There are one or two facts that must be

^{1/} Bess Goodykoontz, op. cit., pp. 30-35.

^{2/} Angelo Patri, Column in Worcester Daily Telegram, November 18, 1947.

taken into account seriously, however, when making use of workbooks.

First and foremost: The child must know thoroughly what he is about and feel that it is important.

Second and equally important:

The teacher must, is duty bound to inspect, correct, rate the workbook daily. The workbook should be a reflection of a lesson learned, of care, understanding and interpretation. Used well it is a great help. Wrongly used, it is disastrous to accuracy, neatness, thoroughness, and learning. It all depends, like everything else in school, on the teacher.

1. Lecky, Daniel H. and Nina Simmons, Exercise Book - Social Studies - The United States. New York: Macmillan Brothers, 1947. 1948. 128 pages.
2. Hartman - Miller - Devine, Studies of Our Country. Progress Book to accompany America, Land of Freedom. Boston: G.C. Heath and Company, 1947. 128 pages.
3. McBride, John and Thomas B. Fordwood, Workbook for the Study of Our Free Nation. New York: The Macmillan Company, 1948. 121 pages.
4. Kane, Glenn W., Pupils' Guide to the Study of the Story of Our Land and People. New York: Henry Holt, Inc., 1941. 176 pages.
5. Riddle, Harold J., My Progress Book in United States History. Part I - Our Heritage to 1789; Part II - Our America 1789 to the Present. New York: Charles E. Merrill Company, Inc., affiliated with American Education Press, Inc., 1948. 128 pages.
6. Shann, Harriet M. and Frances Hershman, A Workbook to be Used with New Edition - The American Nation Yesterday and Today - Part I and Part II by Fryer, Kingsley and Hershman. Boston: Ginn and Company, 1938, 1939. 96 pp.
7. Southworth and Southworth, A Workbook in American History. Syracuse, New York: Irregular Publishing Company, Inc., 1948. 76 pages.

CHAPTER III

PROCEDURE USED IN THE STUDY

Procedure Used in the Analysis. Ten junior high school workbooks were chosen for this study. The writer endeavored to obtain recent workbooks from different publishing houses. Below are listed the books used for this study:

- A. Beeby, Daniel J. and Edna Simmons, Exercise Book -Social Studies- The United States. New York:Laidlaw Brothers, Inc., 1946, 160 pages.
- B. Hartman -Ball- Nevins, Studies of Our Country, Progress Book to accompany America, Land of Freedom. Boston: D.C. Heath and Company, 1947, 143 pages.
- C. McGuire, Edna and Thomas B. Portwood, Workbook for the Rise of Our Free Nation. New York: The MacMillan Company, 1946, 181 pages.
- D. Moon, Glenn W., Pupils' Guide to the Study of the Story of Our Land and People, New York: Henry Holt, Inc., 1941, 175 pages
- E. Ritchie, Harold S., My Progress Book in United States History; Part I- Our America to 1865; Part II- Our America 1860 to the Present. New York: Charles E. Merrill Company, Inc., affiliated with American Education Press, Inc., 1942, 128 pages.
- F. Shoen, Harriet H. and Frances Morehouse, A Workbook to be Used with New Edition - The American Nation Yesterday and Today- Part I and Part II by Tryon, Lingley and Morehouse. Boston: Ginn and Company, 1938, 1939, 96 pp.
- G. Southworth and Southworth, A Workbook in American History. Syracuse, New York: Iroquois Publishing Company, Inc., 1946. 74 pages.

- H. Tucker, H.R. and Russell A. Sharp, Study Guides in United States History, Parts I and II. St. Louis, Missouri: Webster Publishing Company, 1934. 138 pages.
- I. West and Wallace, A Workbook for the Study of Our Country. Boston: Allyn and Bacon Company, 1947, 202 pp. and 36 pages in Appendix.
- J. Wilson, Howard E. W., and Florence H., Workbook in United States History for Higher Grades. New York: American Book Company, 1930, 208 pp; 46 in Appendix.

The characteristics of the workbooks were divided into two categories. In the first group the writer listed:

1. Charts - Tables Physical Features
2. Time Lines
3. Illustrations
4. Outline Maps
5. Text Outlines and Summaries
6. Graphs
7. References

In the second group: Learning Activities
Practice Material

1. Listing and Memorizing
 - (a) Dates
 - (b) Events
 - (c) Names
2. Map Locations
3. Map Study Questions
4. Matching Items
5. Multiple Choice Items

6. Sentence and Paragraph Writing
7. Recall Items
8. True-False Items
9. Word and Phrase Study
10. Cartoon and Picture Study Questions
11. Thought Questions
12. Activities (other)

The physical features in each of the ten books were counted. They were listed in category number one.

Each workbook was again analyzed according to the number of chances available in the book to perform in learning activities. These were listed in category number two.

The classifications were evolved by the process of elimination of all possible categories according to the construction of the books, making them as nearly alike as possible for purposes of comparison. If an activity or exercise could be classified under two headings, but one was a minor classification, the activity or exercise was classified under the major classification.

CHAPTER IV

ANALYSIS OF DATA

The following figures present the data on the classification of the physical features and the opportunities for learning activities of the ten history workbooks used in this study.

Figures I to VII show, in graphic form, the number of maps, charts, illustrations, outline maps, textbook outlines and summaries, time lines, graphs and references in the workbooks. There were 1183 items classified as physical features. Of these, 133 were charts, 22 time lines, 89 illustrations, 190 outline maps, 261 text and summary outlines and 442 references.

Figures VIII to XXI show, in graphic form, the number of opportunities for (1) listing and memorizing dates, events and names, (2) map locations, (3) map study questions, (4) matching items, (5) multiple choice items, (6) sentence and paragraph writing, (7) recall items, (8) true or false statements, (9) word and phrase study, (10) cartoon and picture study, (11) answering thought questions, (12) other activities.

There were 19,496 opportunities for these learning activities. Of these 2873 were listing dates, events and names; 2669 map locations; 292 map study questions; 2322 matching items; 1346 multiple choice items; 902 sentence and paragraph writing; 4434 recall items; 780 true or false statements; 1009 word and phrase study items; 453 cartoon and picture study questions; 994 thought questions, and 1433 other activities.

From these the numbers were made into comparative graphs.

Figure I
Comparison of the Number of Charts
in Ten Workbooks

Figure I shows, in graphic form, the comparative number of charts of the ten workbooks used in this study.

The figure shows that all workbooks, with the exception of F and I place about equal value on the use of charts in the study of American History. Workbook I shows no charts, while Workbook E places great stress on their use.

The total number of charts in all the workbooks was one hundred thirty-three, ranging from none in Workbook I to forty-six in Workbook E. The average for all ten workbooks is 13.3.

Figure I
Comparison of the Number
of Charts in Ten Workbooks

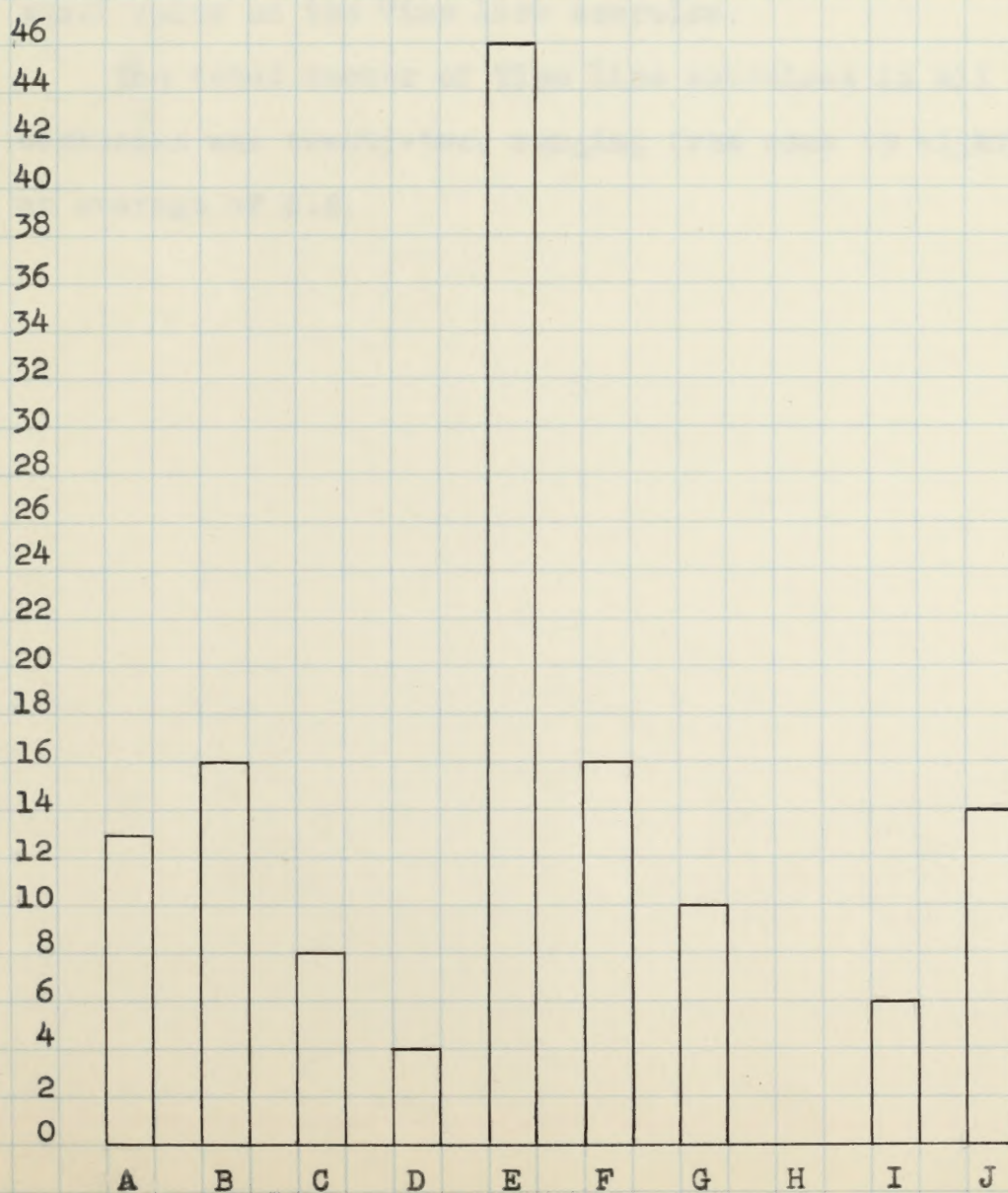


Figure II

Comparison of the Number of Time Lines in Ten Workbooks

Figure II shows, in graphic form, the comparative number of time lines of the ten workbooks.

The figure shows four of the workbooks place no value on time line exercises, three show very little stress on this type of exercise, while the other three place about equal value on the Time Line exercise.

The total number of Time Line exercises in all ten workbooks was twenty-two, ranging from none to eight, with an average of 2.2.

Figure II
Comparison of the Number
of Time Lines in Ten Workbooks

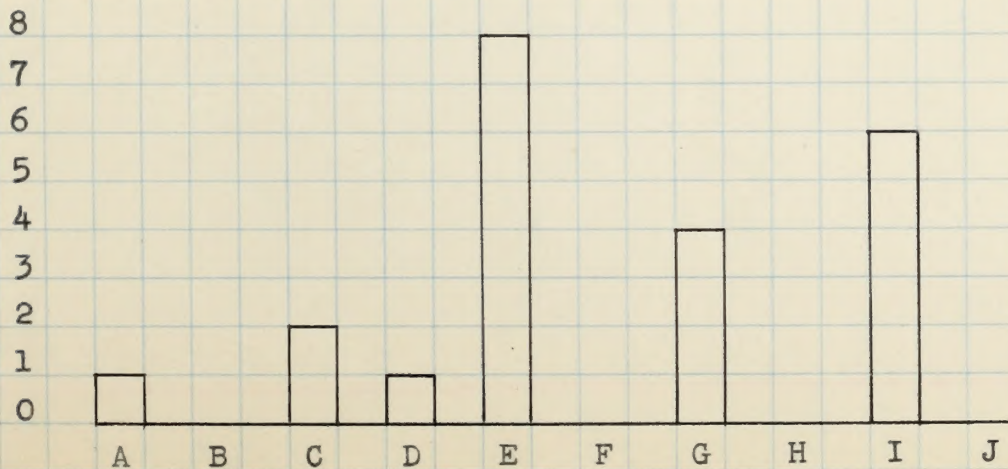


Figure III

Comparison of the Number of Illustrations in Ten Workbooks

Figure III shows, in graphic form, the comparative number of illustrations in the ten workbooks.

The figure shows that five of the workbooks place no value on the use of pictures in workbooks. Workbook E shows the greatest number of illustrations, while the workbooks D, C, G, and F place about equal value on the use of illustrations.

The total number of illustrations was eighty-nine, ranging from none to eighty-nine. The average number in all ten workbooks was 8.9.

Figure III
Comparison of the Number
of Illustrations in Ten Workbooks

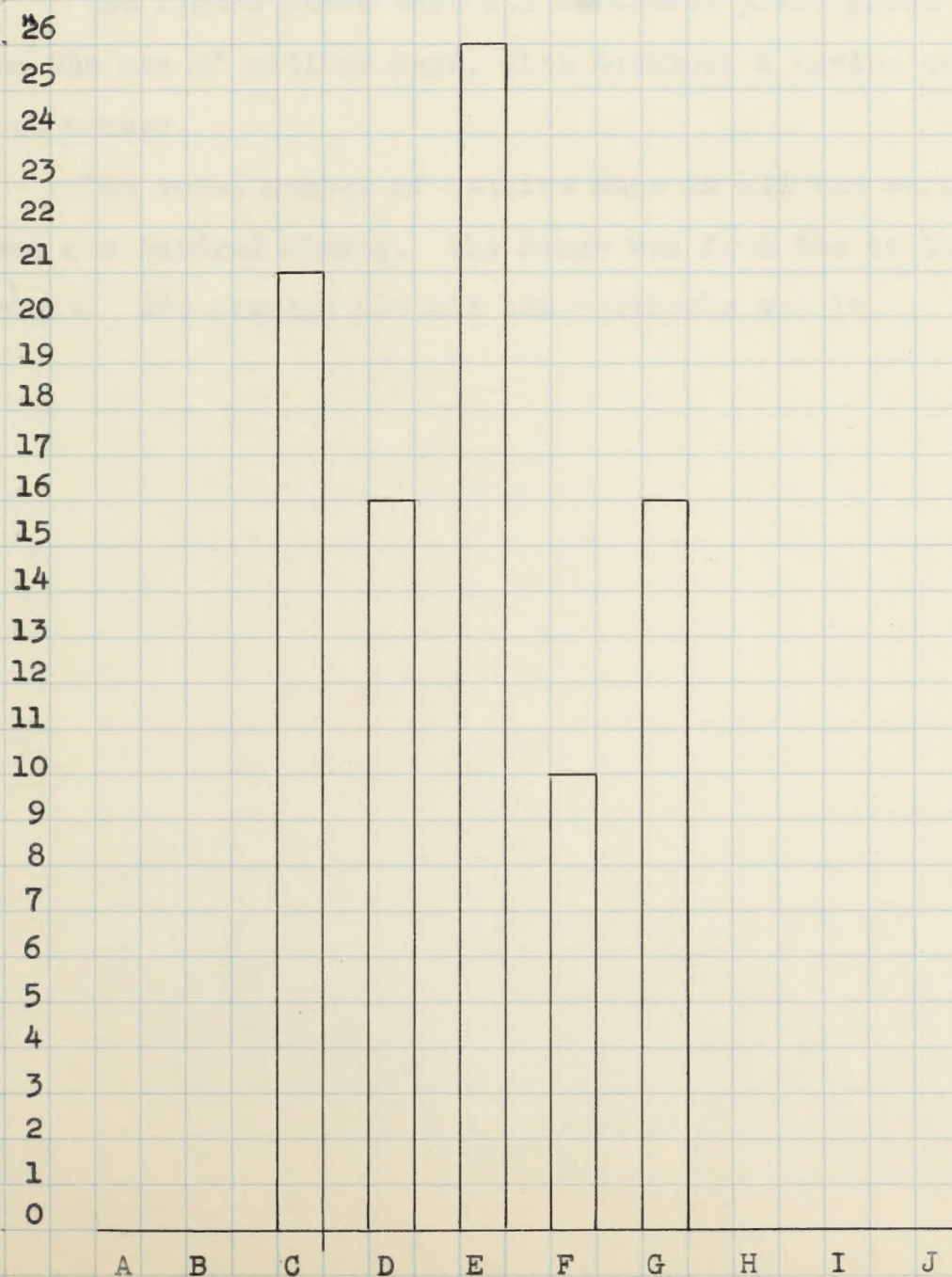


Figure IV

Comparison of the Number of Outline Maps in Ten Workbooks

Figure IV shows, in graphic form, the comparative number of outline maps of the ten workbooks.

The figure shows that all workbooks place great value on the use of outline maps, with Workbook E having the greatest number.

The total number of outline maps in all ten workbooks was one hundred ninety. The range was from ten to thirty-eight. The average for all ten workbooks was 19.



Figure IV

Comparison of the Number of Outline
Maps in Ten Workbooks

Figure IV shows, in graphic form, the comparative

number of outline maps of the ten workbooks.

The figure shows that all workbooks place great value

on the use of outline maps, with Workbook E having the great-

est number.

The total number of outline maps in all ten workbooks

was one hundred ninety. The range was from ten to thirty-

eight. The average for all ten workbooks was 19.

Figure IV
Comparison of the Number
of Outline Maps in Ten Workbooks

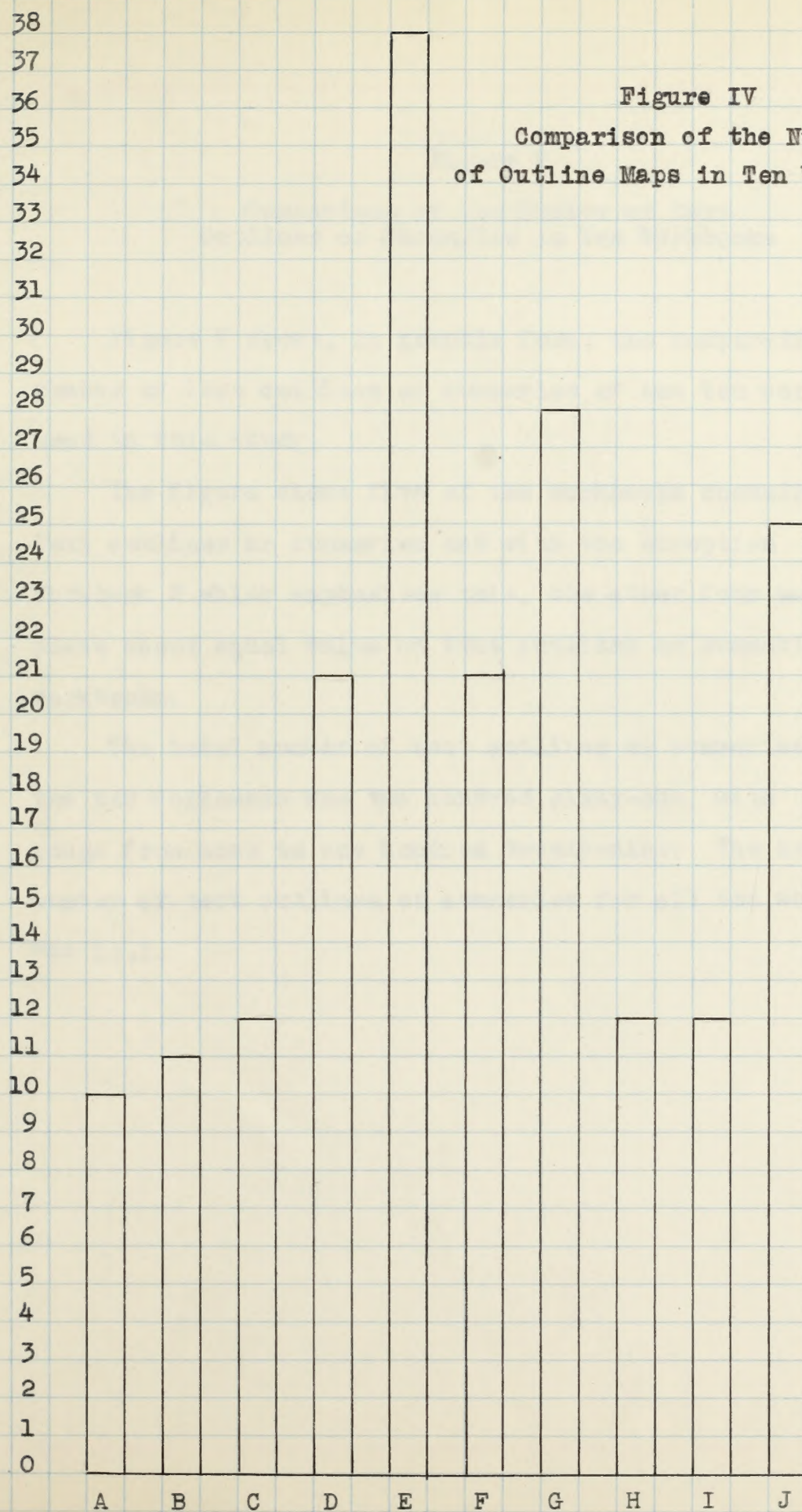


Figure V

Comparison of the Number of Text Outlines or Summaries in Ten Workbooks

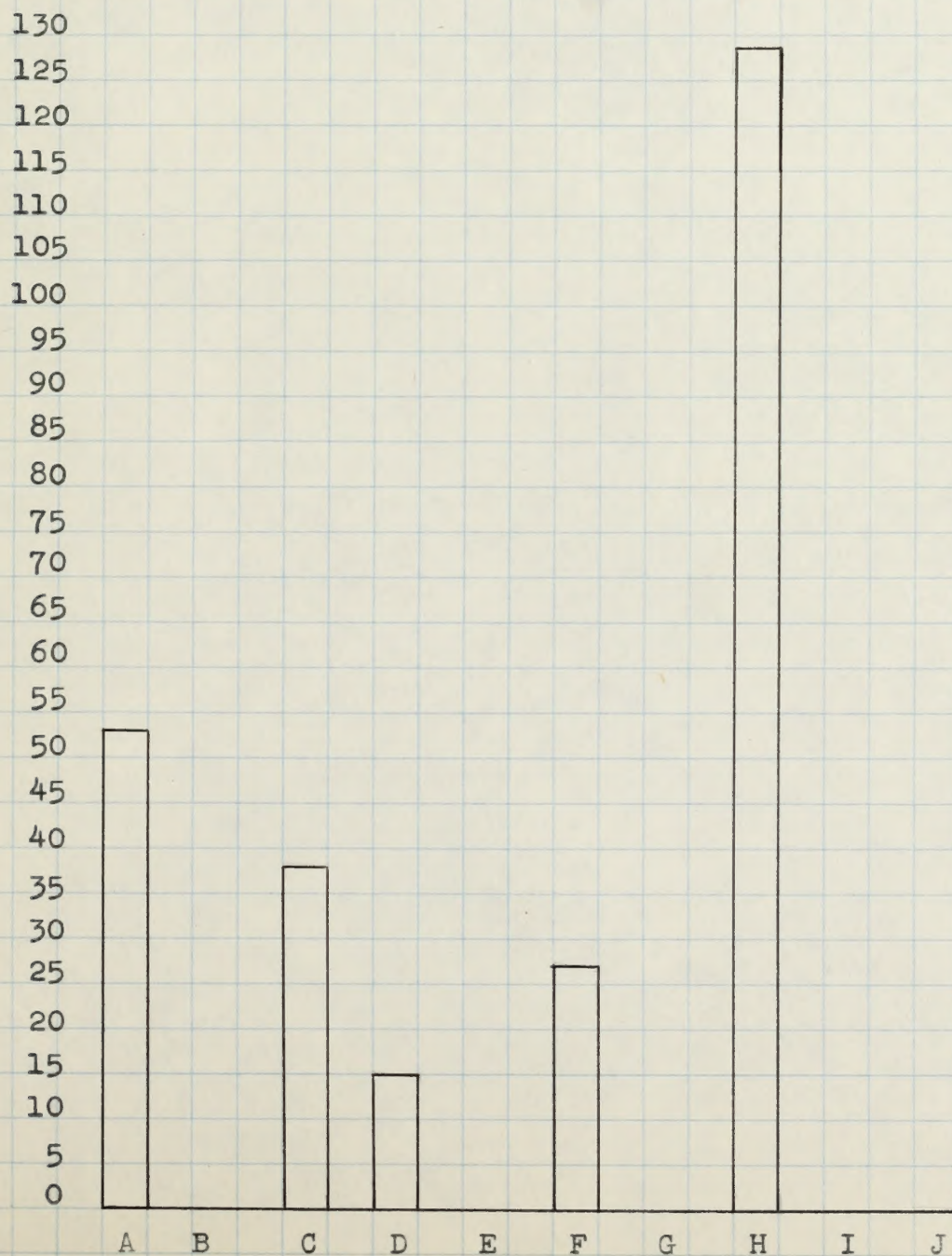
Figure V shows, in graphic form, the comparative number of text outlines or summaries of the ten workbooks used in this study.

The figure shows five of the workbooks contain no text outlines or summaries and with the exception of Workbook H which emphasizes this, the other four workbooks place about equal value on text outlines or summaries in workbooks.

The total number of text outlines or summaries in the ten workbooks was two hundred sixty-one, with a range from none to one hundred twenty-nine. The average number of text outlines or summaries for all ten workbooks was 26.1.



Figure V
Comparison of the Number
of Text Outlines or Summaries in Ten Workbooks



Page 1
Section of the report
of the committee on the
subject of the proposed
amendment to the constitution

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Figure VI
Comparison of the Number of Graphs
in Ten Workbooks

Figure VI shows, in graphic form, the comparative number of graphs in the ten workbooks used in this study.

Workbook E contains by far the largest number of graphs, while Workbooks F and H contain no graphs at all. The number in the other workbooks varies from two to nine, showing that the authors' opinions differ on the value of this type of exercise.

The total number of graphs in all ten workbooks was forty-six. The range was from none to eighteen. The average number for all ten books was 4.6.

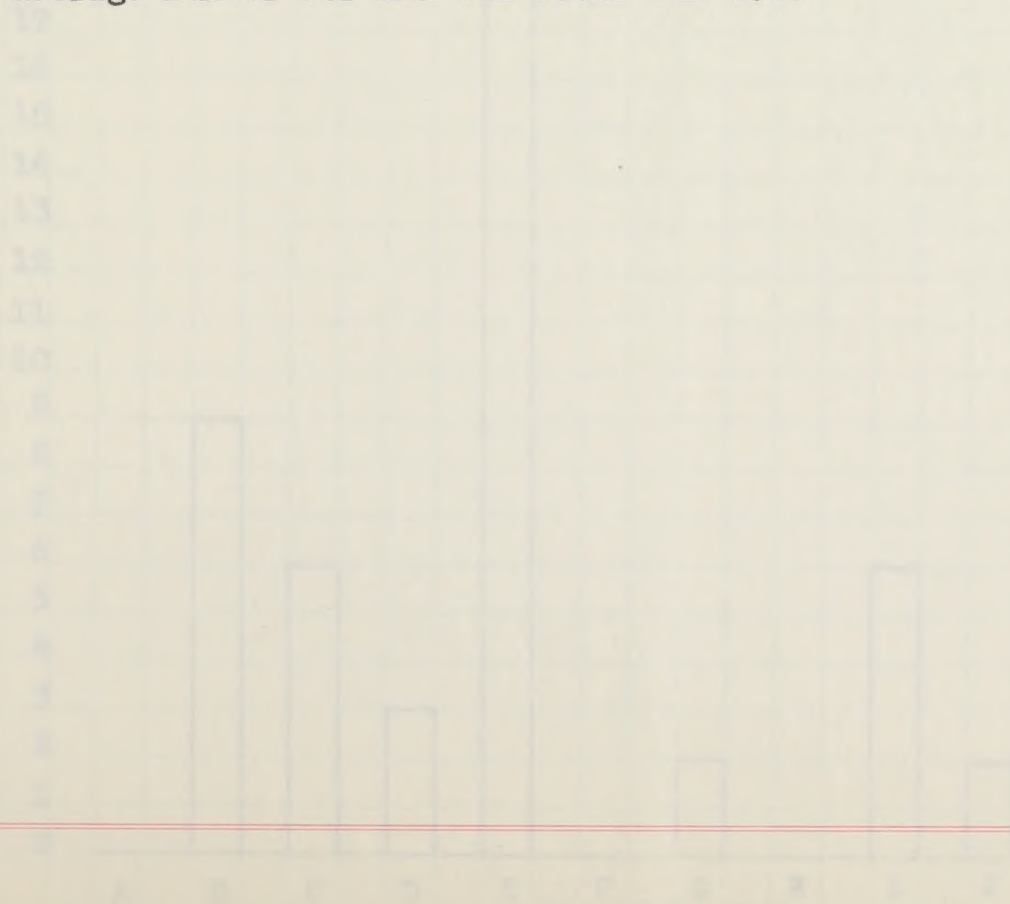
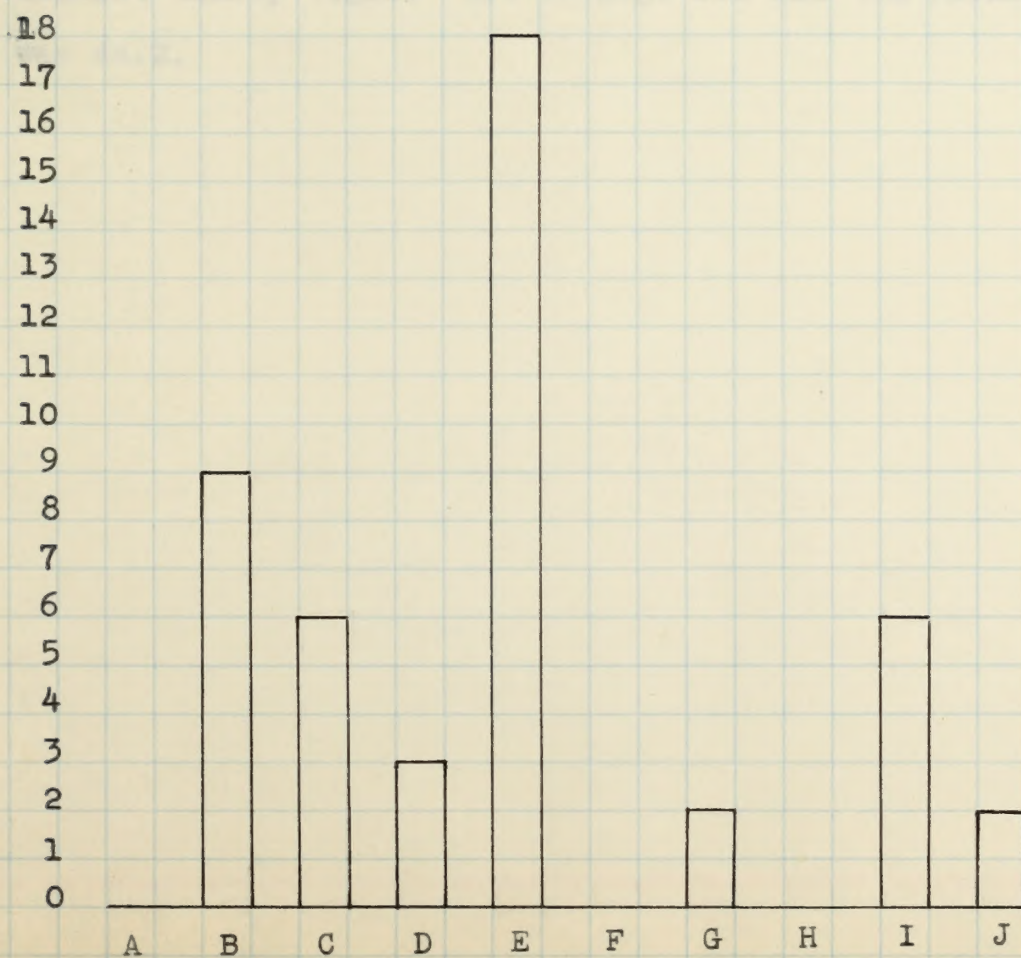


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Figure VI

Comparison of the Number
of Graphs in Ten Workbooks



Comparison of the number
of crabs in the population

18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0

1 2 3 4 5 6 7 8 9 10 11 12

Figure VII
Comparison of Number of References
In Ten Workbooks

Figure VII shows, in graphic form, the comparative number of references in the ten workbooks used in this study.

Five of the workbooks gave no references, while the number given in the other five varied from four in Workbook J to three hundred thirty-eight in Workbook E.

The total number of references in all ten workbooks was four hundred forty-two, ranging from none to three hundred thirty-eight. The average for all ten workbooks was 44.2.

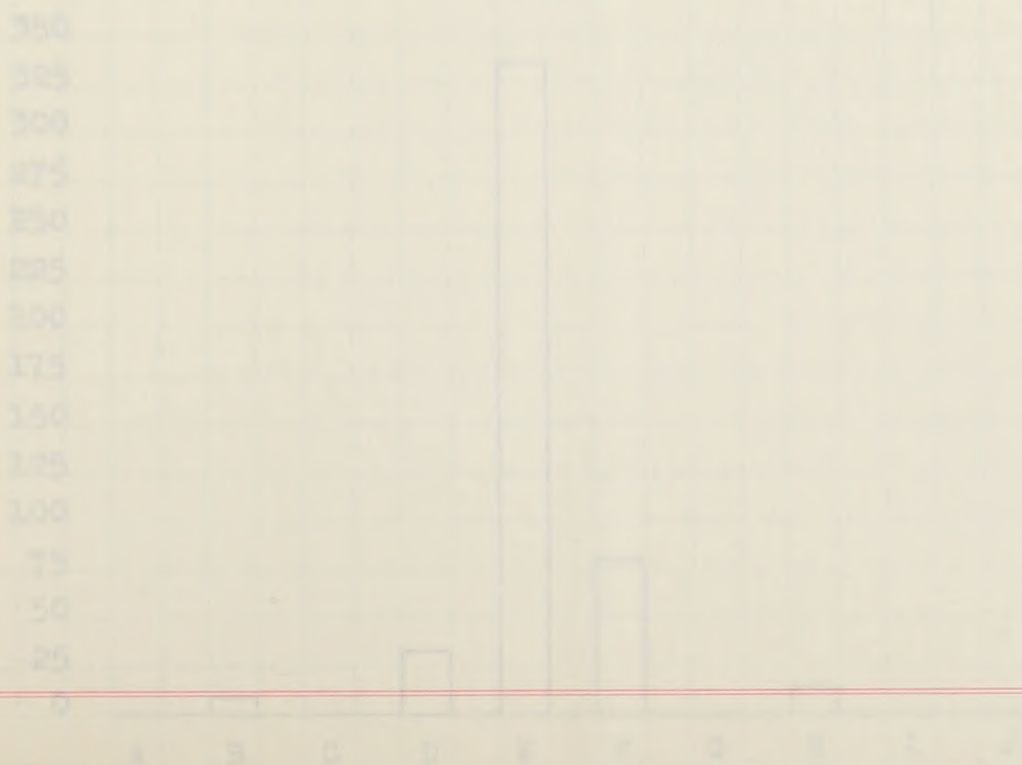


Figure VII
Comparison of Number of References
in Ten Workbooks

Figure VII shows, in graphic form, the comparative number of references in the ten workbooks used in this study.

Five of the workbooks gave no references, while the number given in the other five varied from four in Workbook 1 to three hundred thirty-eight in Workbook 5. The total number of references in all ten workbooks was four hundred forty-two, ranging from none to three hundred thirty-eight. The average for all ten workbooks was 44.2.

Figure VII

Comparison of the Number
of References in Ten Workbooks

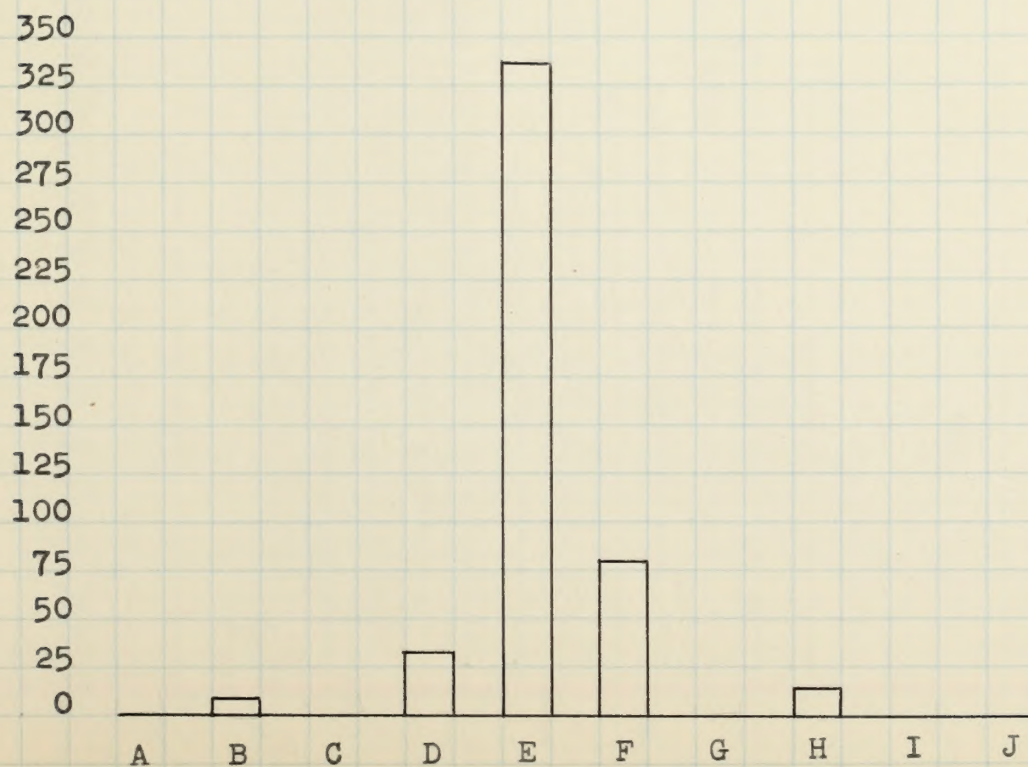


Figure VII

Comparison of the Number
of References in Ten Works

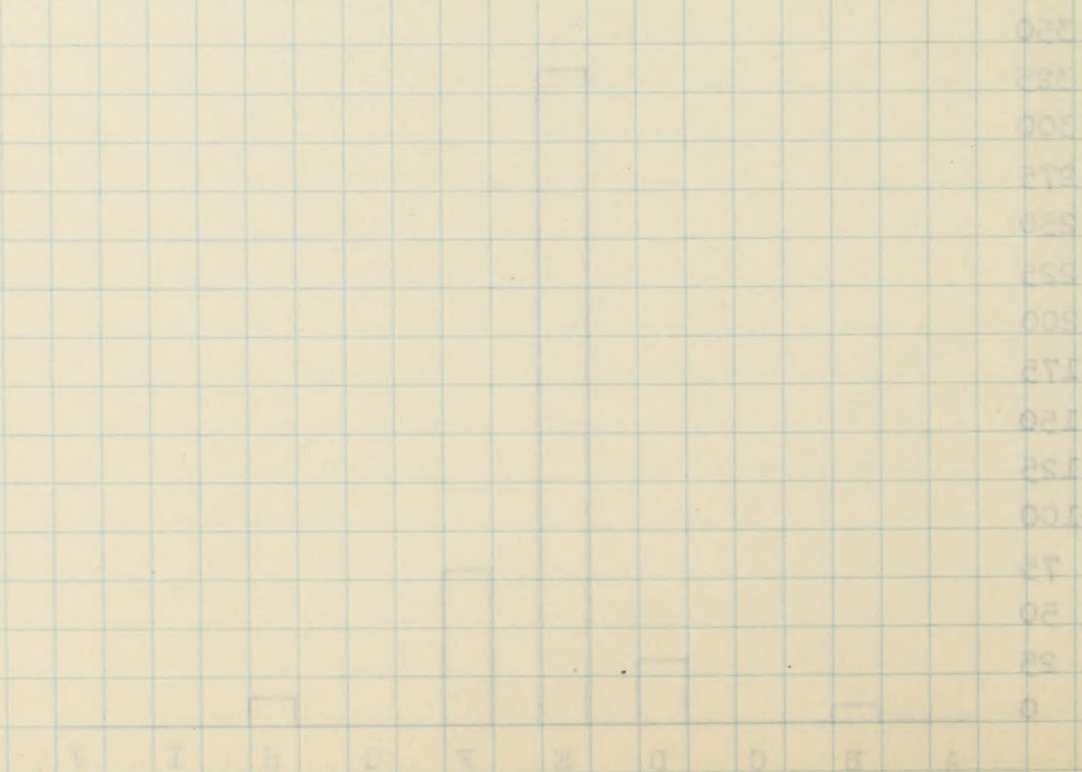


Figure VIII

Opportunities for Listing and Memorizing Dates in Ten Workbooks

Figure VIII shows, in graphic form, the comparative number of opportunities for listing and memorizing dates in the ten workbooks used in this study.

All the workbooks, with the exception of Workbooks J, I, and D seem to offer equal opportunities in this area. Workbook J places great emphasis on this type of activity, while Workbook I shows no opportunity in this area, and Workbook D places little emphasis on this type of activity.

The total number of opportunities for listing and memorizing dates was five hundred six with an average of 50.6 for all ten workbooks. The range was from none to one hundred forty-six.

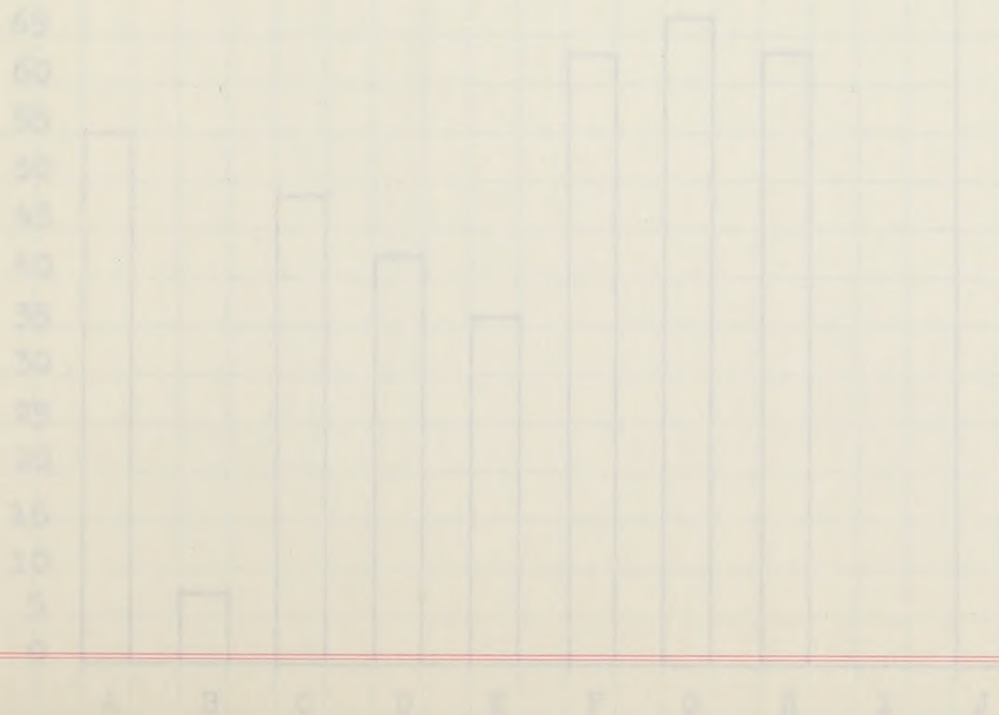


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Figure VIII

Opportunities for Listing
and Memorizing Dates in Ten Workbooks

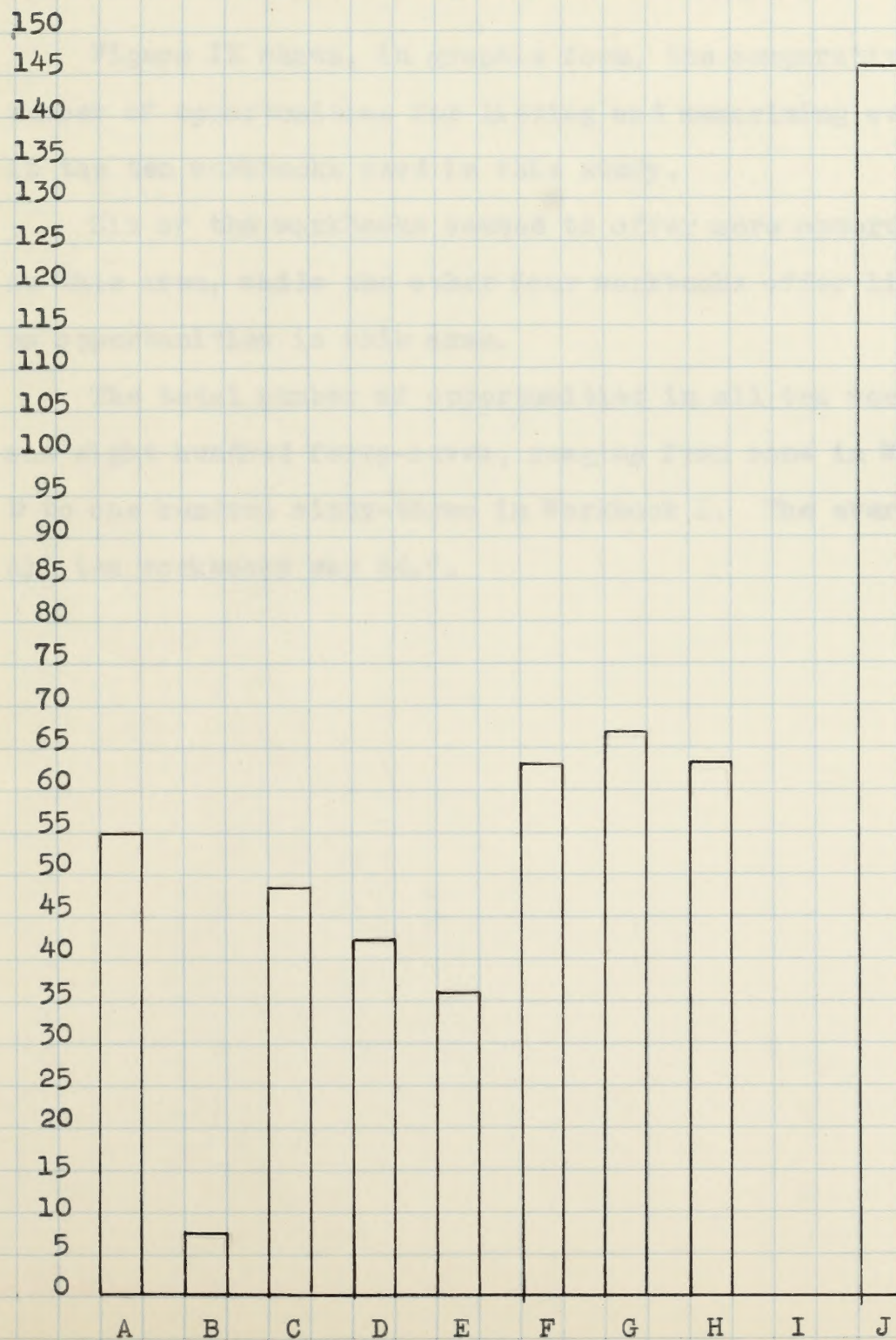


Figure IX

Opportunities for Listing and Memorizing Events In Ten Workbooks

Figure IX shows, in graphic form, the comparative number of opportunities for listing and memorizing events in the ten workbooks used in this study.

Six of the workbooks seemed to offer more opportunities in this area, while the other four workbooks offer little or no opportunities in this area.

The total number of opportunities in all ten workbooks was eight hundred forty-seven, ranging from none in Workbook D to one hundred sixty-three in Workbook I. The average for all ten workbooks was 84.7.

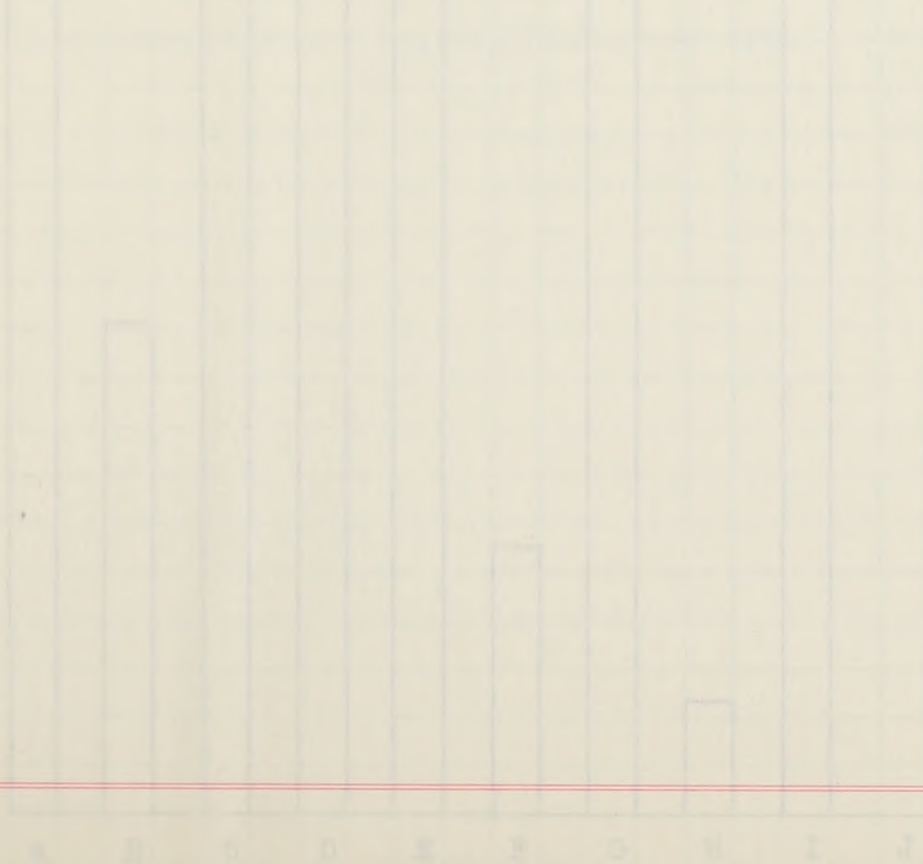


Figure IX

Opportunities for Listing and Memorizing Events in Ten Workbooks

Figure IX shows, in graphic form, the comparative number of opportunities for listing and memorizing events in the ten workbooks used in this study.

Six of the workbooks seemed to offer more opportunities in this area, while the other four workbooks offer little or no opportunities in this area.

The total number of opportunities in all ten workbooks was eight hundred forty-seven, ranging from none in Workbook D to one hundred sixty-three in Workbook I. The average for all ten workbooks was 84.7.

Figure IX
Opportunities for Listing
and Memorizing Events in Ten Workbooks

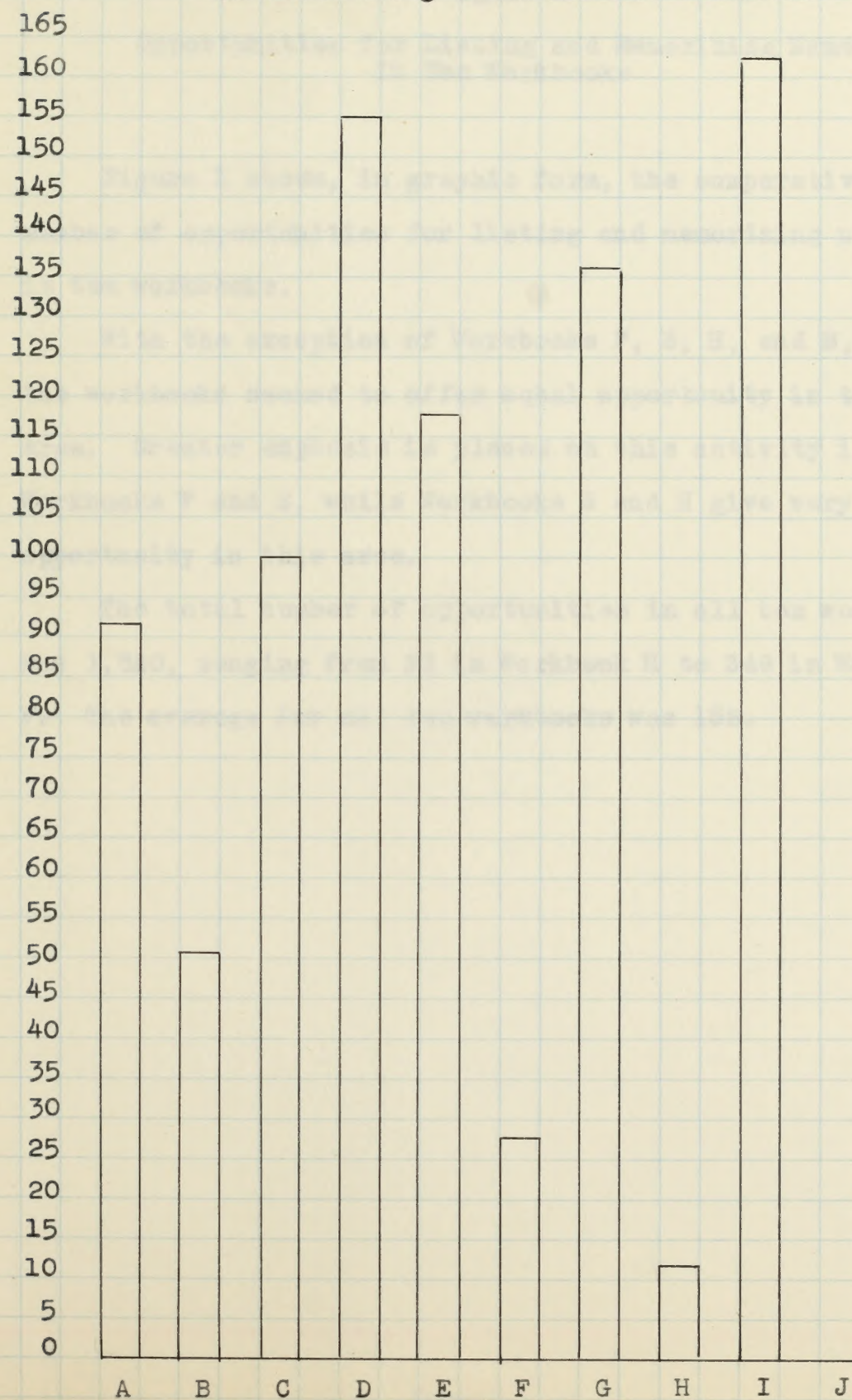


Figure X

Opportunities for Listing and Memorizing Names In Ten Workbooks

Figure X shows, in graphic form, the comparative number of opportunities for listing and memorizing names in ten workbooks.

With the exception of Workbooks F, E, H, and B, all the workbooks seemed to offer equal opportunity in this area. Greater emphasis is placed on this activity in Workbooks F and E, while Workbooks B and H give very little opportunity in this area.

The total number of opportunities in all ten workbooks was 1,520, ranging from 21 in Workbook H to 349 in Workbook F. The average for all ten workbooks was 152.

Figure X
Opportunities for Listing
and Memorizing Names in Ten Workbooks

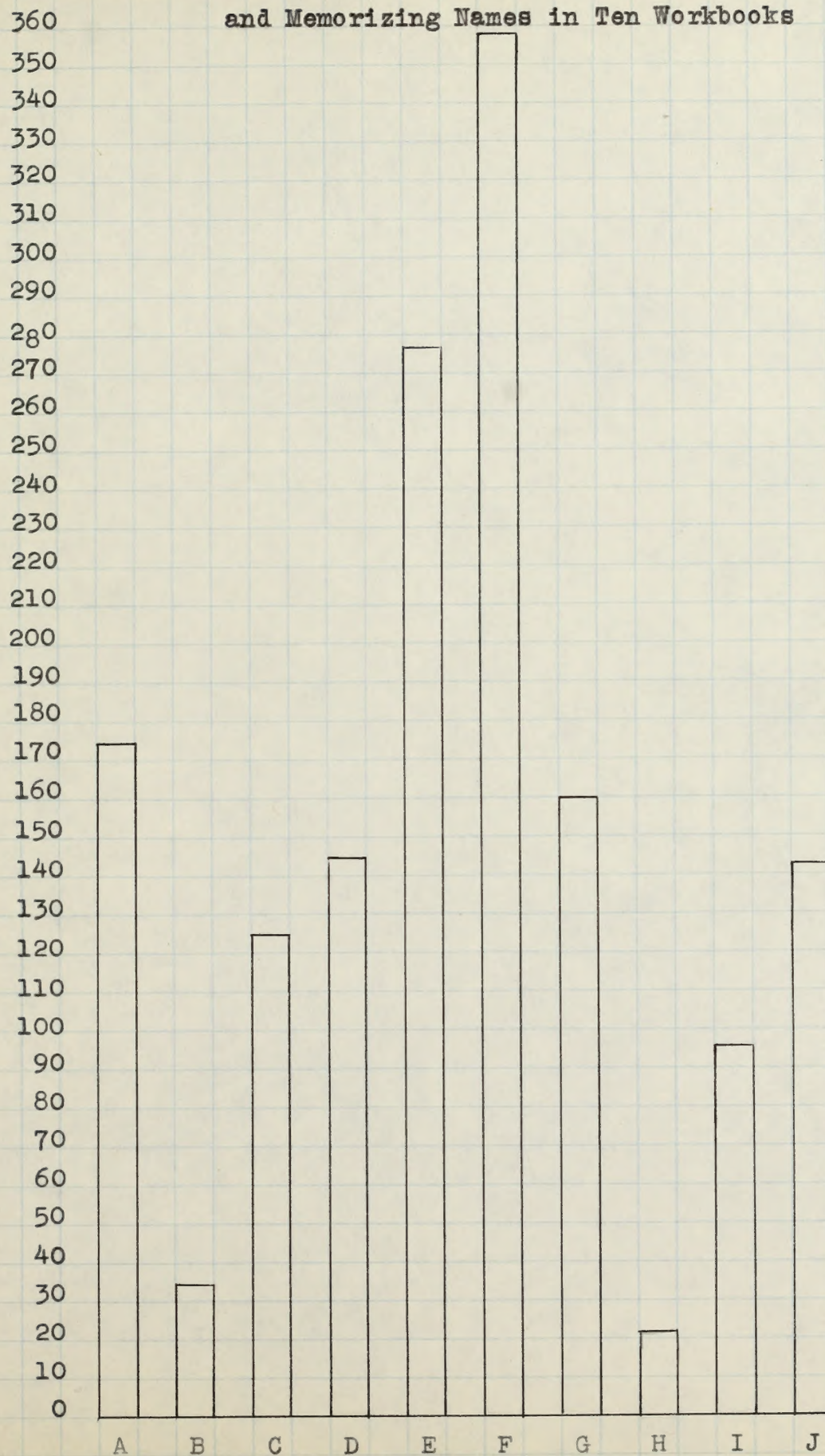


Figure XI
Opportunities for Locating on Maps
In Ten Workbooks

Figure XI shows, in graphic form, the comparative number of opportunities for locating on maps in the ten workbooks used in this study.

With the exception of Workbook G, all seem to offer equal opportunity in this area. Workbook G gives much greater opportunity for locating on maps than do any of the other workbooks.

The total number of opportunities in this area in all ten workbooks was 2,669, ranging from 81 to 953. The average for all ten workbooks was 266.9.

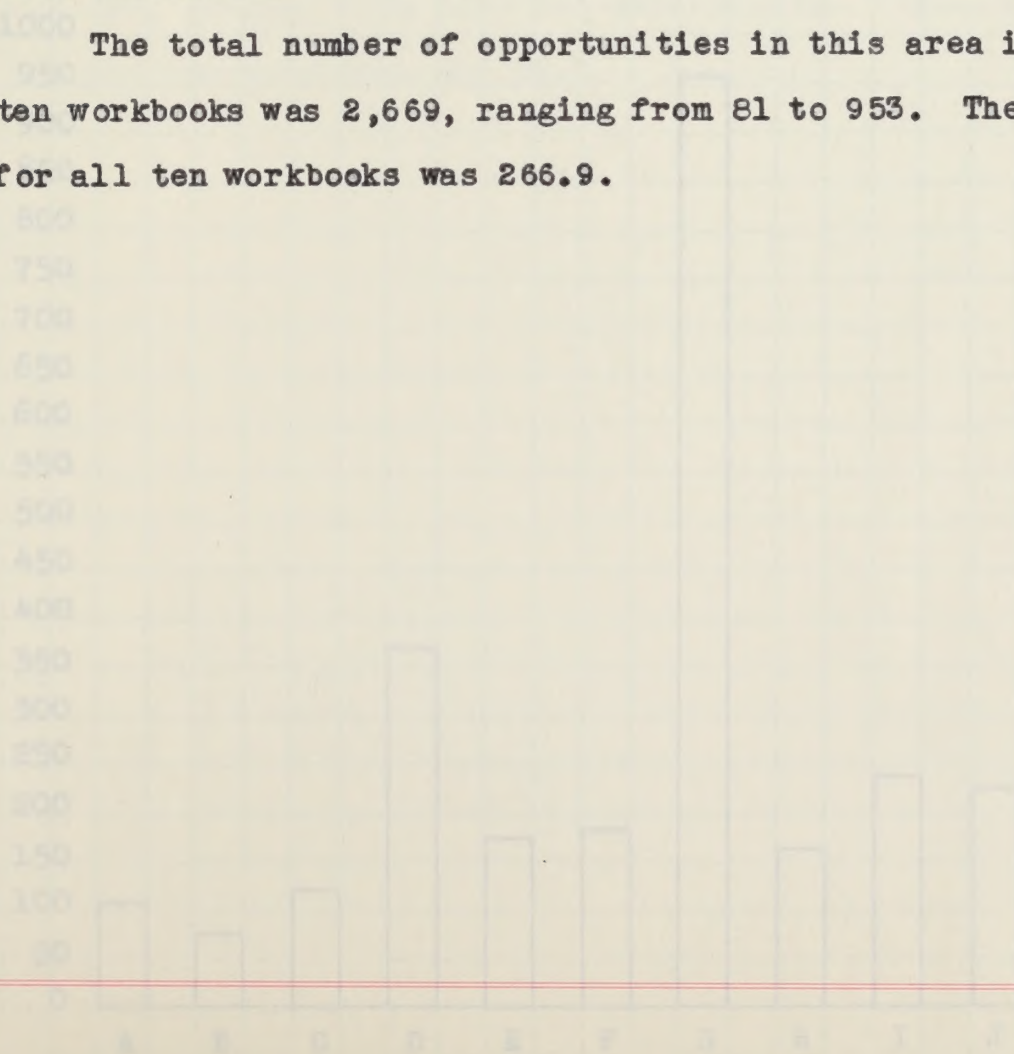


Figure XI

Opportunities for locating on Maps in Ten Workbooks

Figure XI shows, in graphic form, the comparative number of opportunities for locating on maps in the ten workbooks used in this study.

With the exception of Workbook C, all seem to offer

equal opportunity in this area. Workbook G gives much greater opportunity for locating on maps than do any of the other workbooks.

The total number of opportunities in this area in all ten workbooks was 2,669, ranging from 61 to 953. The average for all ten workbooks was 266.9.

Figure XI

Opportunities for Locating on Maps in Ten Workbooks

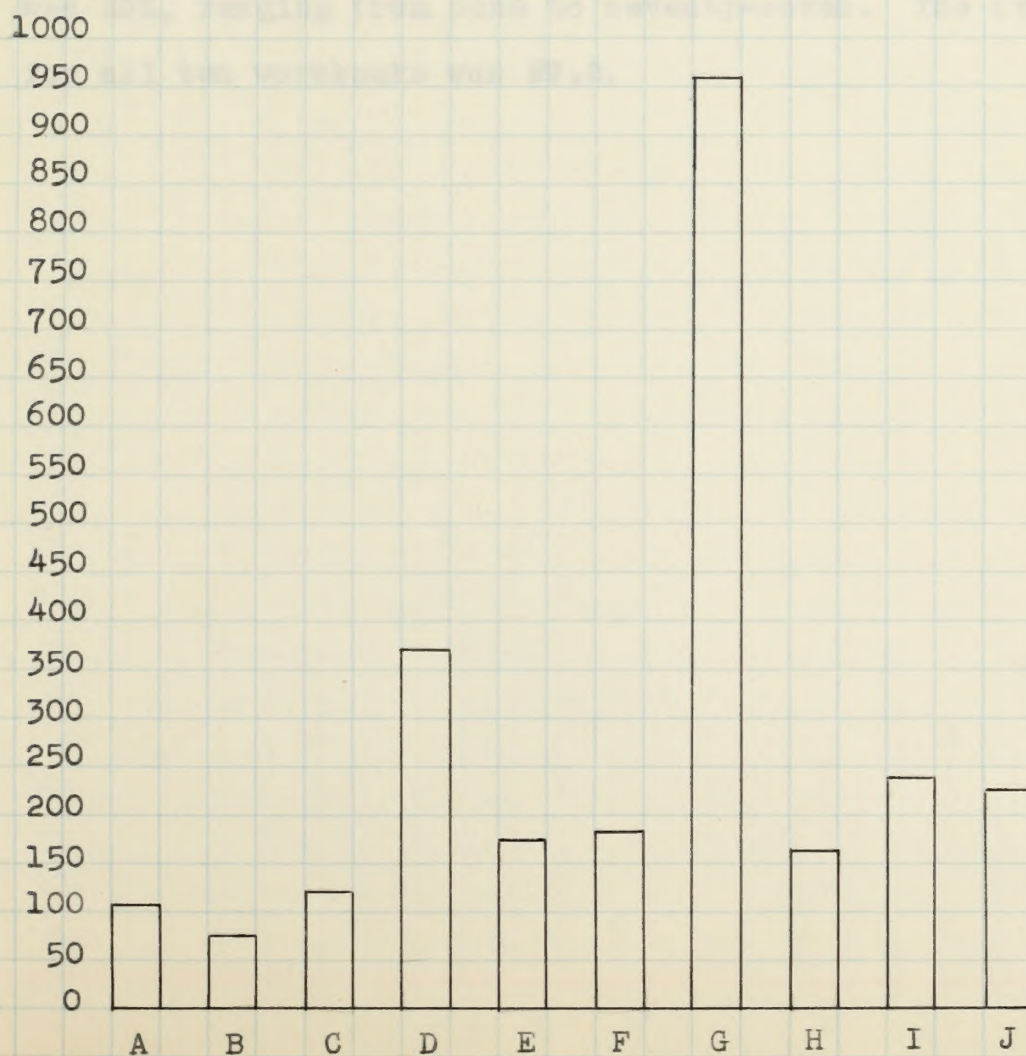


Figure 11

Optimistic for locating
on base in low frequency

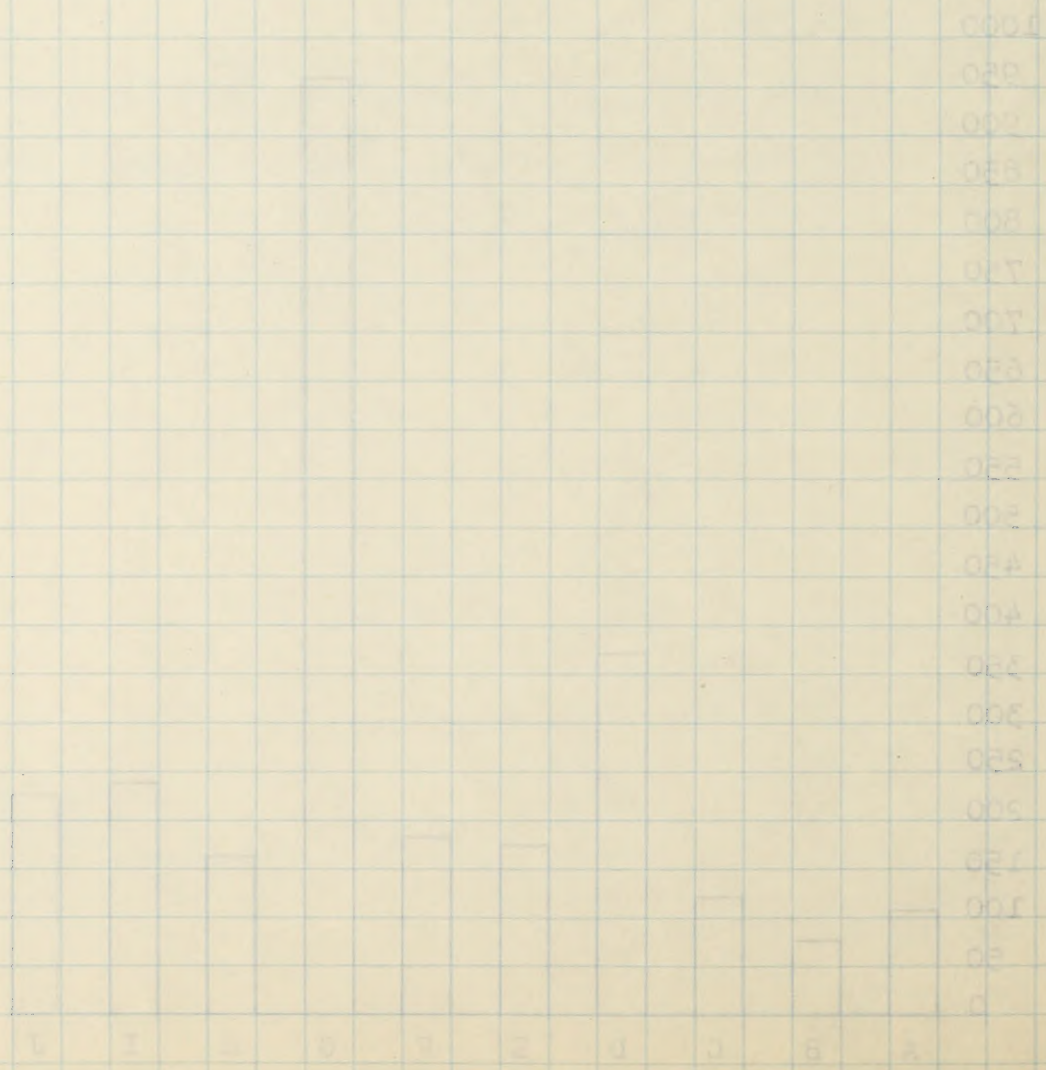


Figure XII
 Opportunities for Map Study
 In Ten Workbooks

Figure XII shows, in graphic form, the comparative number of opportunities for map study in the ten workbooks used in this study.

With the exception of Workbooks A and F, all seem to offer some opportunity for work in this area. Workbook I gives more opportunities than do the others for this activity.

The total number of opportunities in all ten workbooks was 292, ranging from none to seventy-seven. The average for all ten workbooks was 29.2.

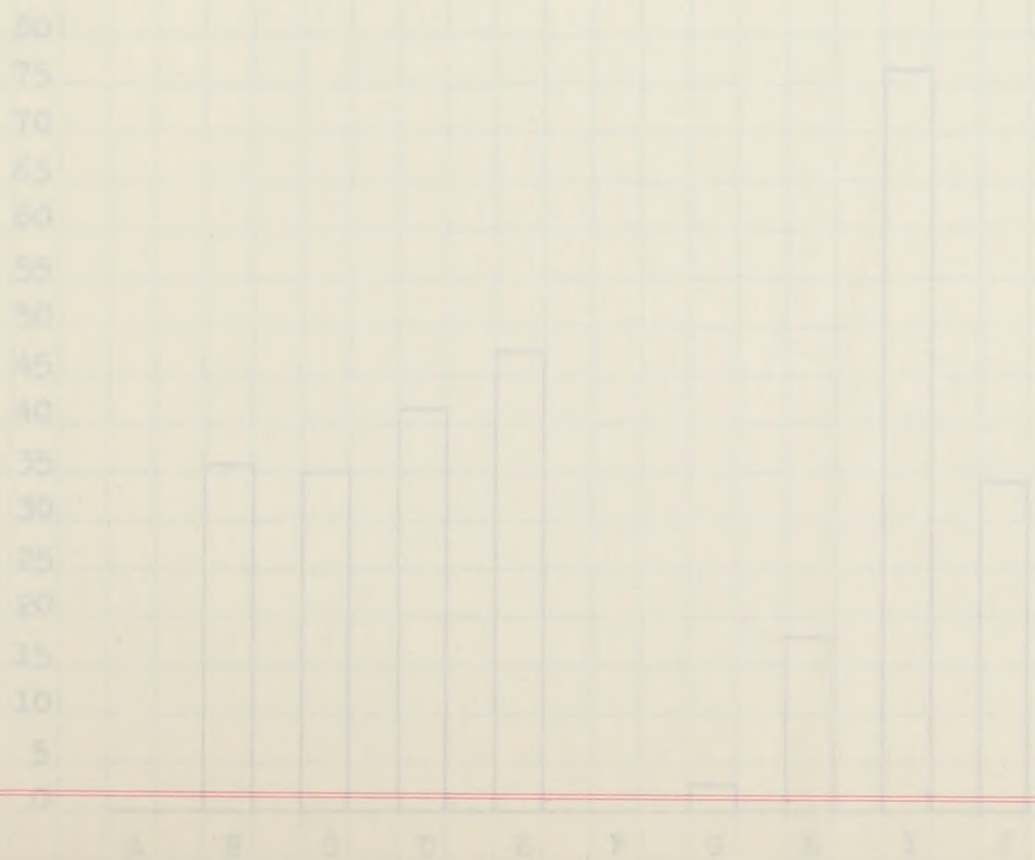


Figure XII
Opportunities for Map Study
in Ten Workbooks

Figure XII shows, in graphic form, the comparative number of opportunities for map study in the ten workbooks used in this study.

With the exception of Workbooks A and F, all seem to offer some opportunity for work in this area. Workbook I gives more opportunities than do the others for this activity.

The total number of opportunities in all ten workbooks was 232, ranging from none to seventy-seven. The average for all ten workbooks was 23.2.

Figure XII

Opportunities for Map Study
in Ten Workbooks

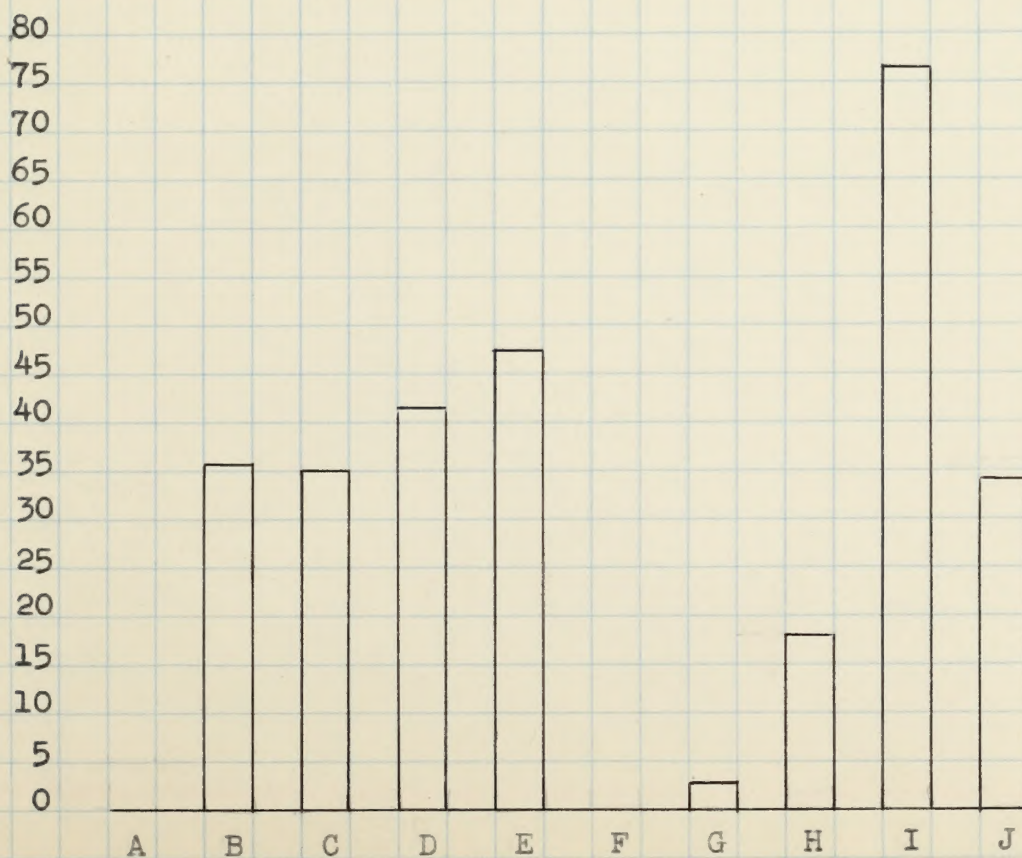


Figure XIII
Opportunities for Matching Items
In Ten Workbooks

Figure XIII shows, in graphic form, the comparative number of opportunities for matching items in ten workbooks used in this study.

Three of the workbooks offer no opportunities for activities in this area, and the other seven vary very much in the opportunities offered.

The total number of opportunities for matching items offered in the ten workbooks was 2,322 ranging from 0 to 554. The average for the ten workbooks was 55.4.



Figure XIII

Opportunities for Matching Items
In Ten Workbooks

Figure XIII shows, in graphic form, the comparative number of opportunities for matching items in ten workbooks used in this study.

Three of the workbooks offer no opportunities for activities in this area, and the other seven vary very much in the opportunities offered. The total number of opportunities for matching items offered in the ten workbooks was 2,322 ranging from 0 to 324. The average for the ten workbooks was 232.4.

Figure XIII

Opportunities for Matching Items in Ten Workbooks

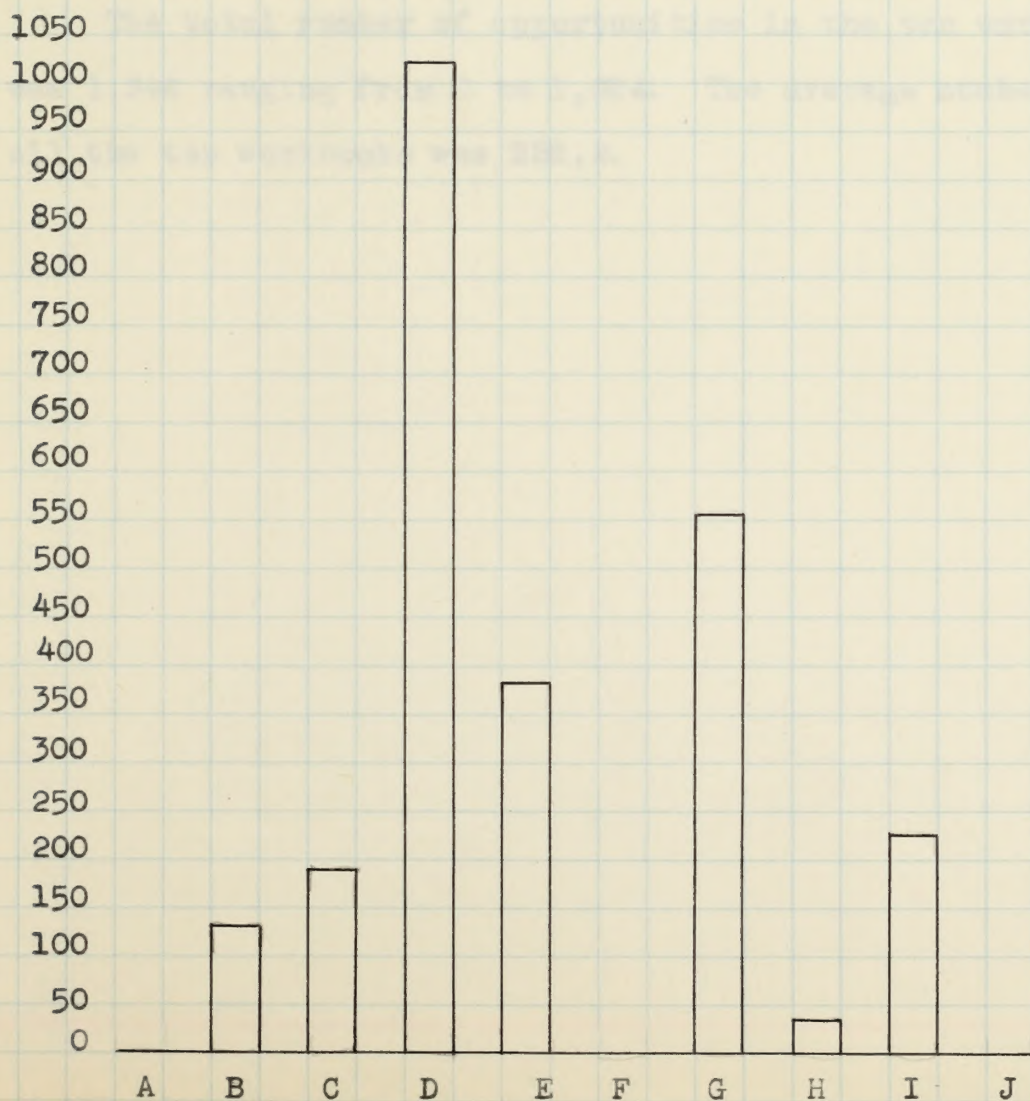


Figure XIV
Opportunities for Multiple Choice
In Ten Workbooks

Figure XIV shows, in graphic form, the comparative number of opportunities for multiple choice in the ten workbooks used in this study.

Three of the workbooks offer no opportunity for activity in this area, five offer about equal opportunity, while Workbooks D and G offer many opportunities in this area.

The total number of opportunities in the ten workbooks was 1,346 ranging from 0 to 1,024. The average number for all the ten workbooks was 232.2.

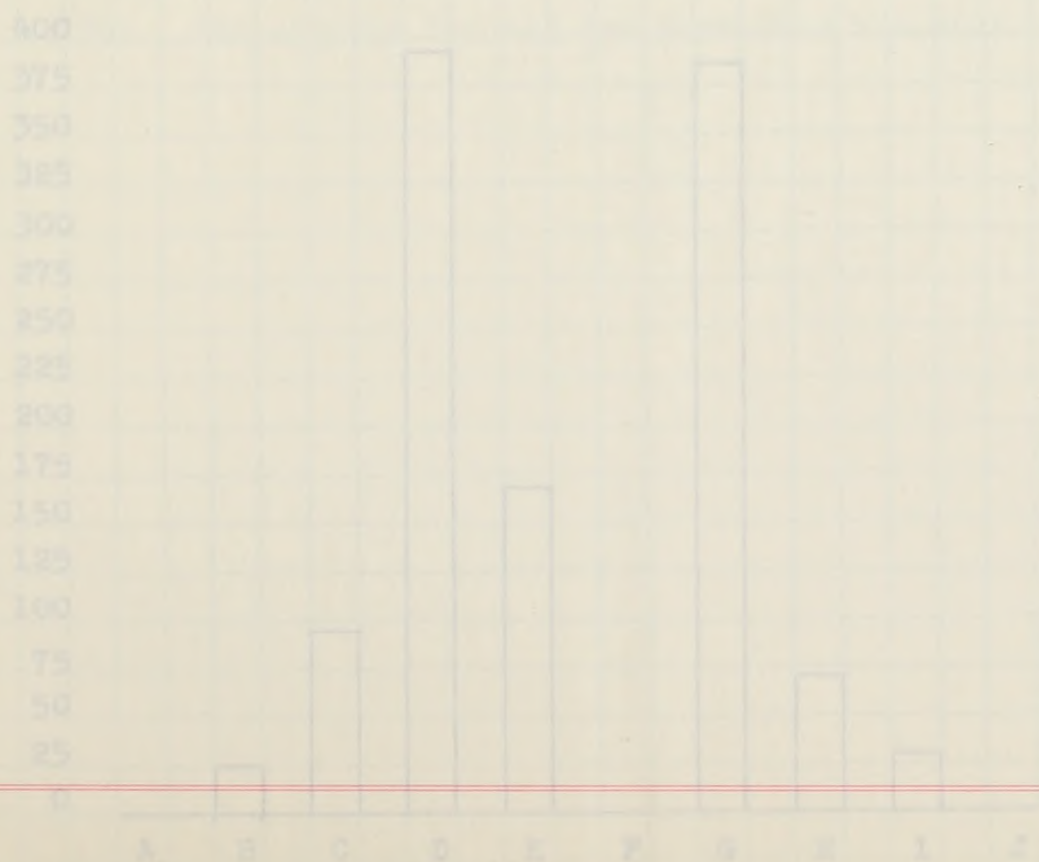


Figure XIV
Opportunities for Multiple Choice
in Ten Workbooks

Figure XIV shows, in graphic form, the comparative number of opportunities for multiple choice in the ten workbooks used in this study.

Three of the workbooks offer no opportunity for activity in this area, five offer about equal opportunity, while Workbooks D and G offer many opportunities in this area. The total number of opportunities in the ten workbooks was 1,346 ranging from 0 to 1,024. The average number for all the ten workbooks was 238.2.

Figure XIV

Opportunities for Multiple Choice in Ten Workbooks

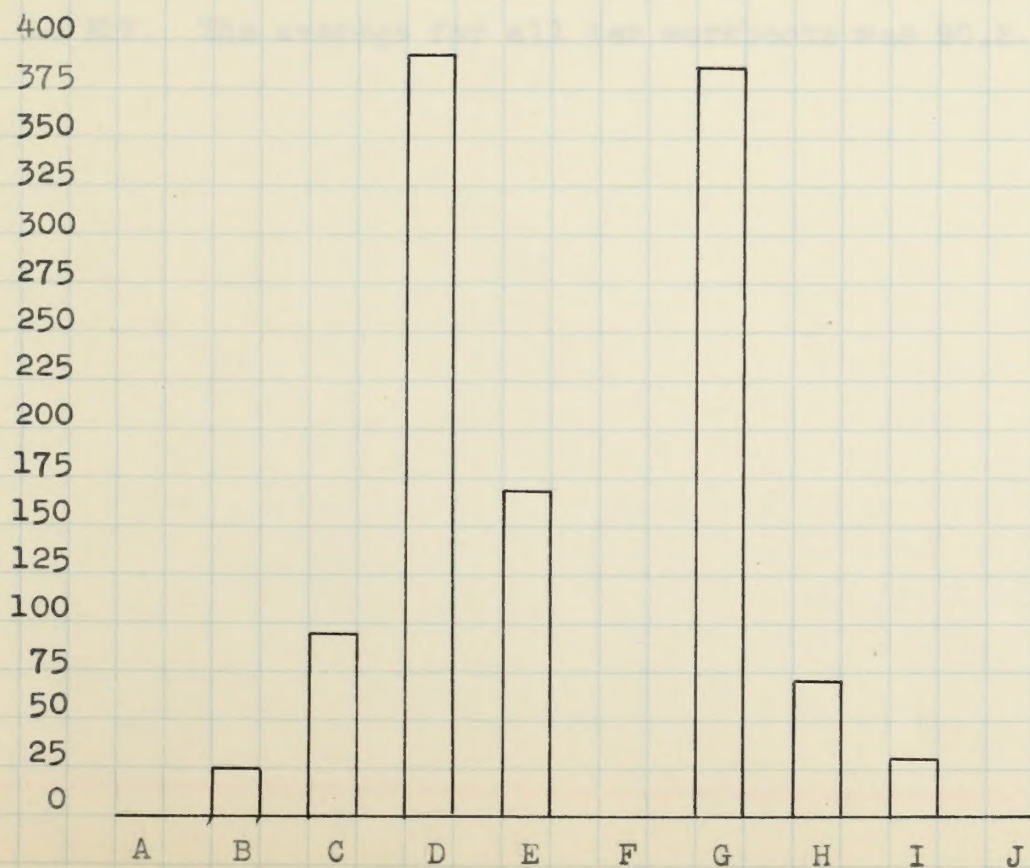


Figure XV

Opportunities for Writing Paragraphs and Sentences In Ten Workbooks

Figure XV shows, in graphic form, the comparative number of opportunities for writing paragraphs and sentences in the ten workbooks used in this study.

All the workbooks, with the exception of Workbooks A, G, and J seem to offer equal opportunities in this area. Workbook J offers twice as many opportunities in this activity area, while Workbooks A and G offer little or no opportunity in this field.

The total number of opportunities for writing paragraphs and sentences in all ten workbooks was 902, ranging from 2 to 257. The average for all ten workbooks was 90.2.

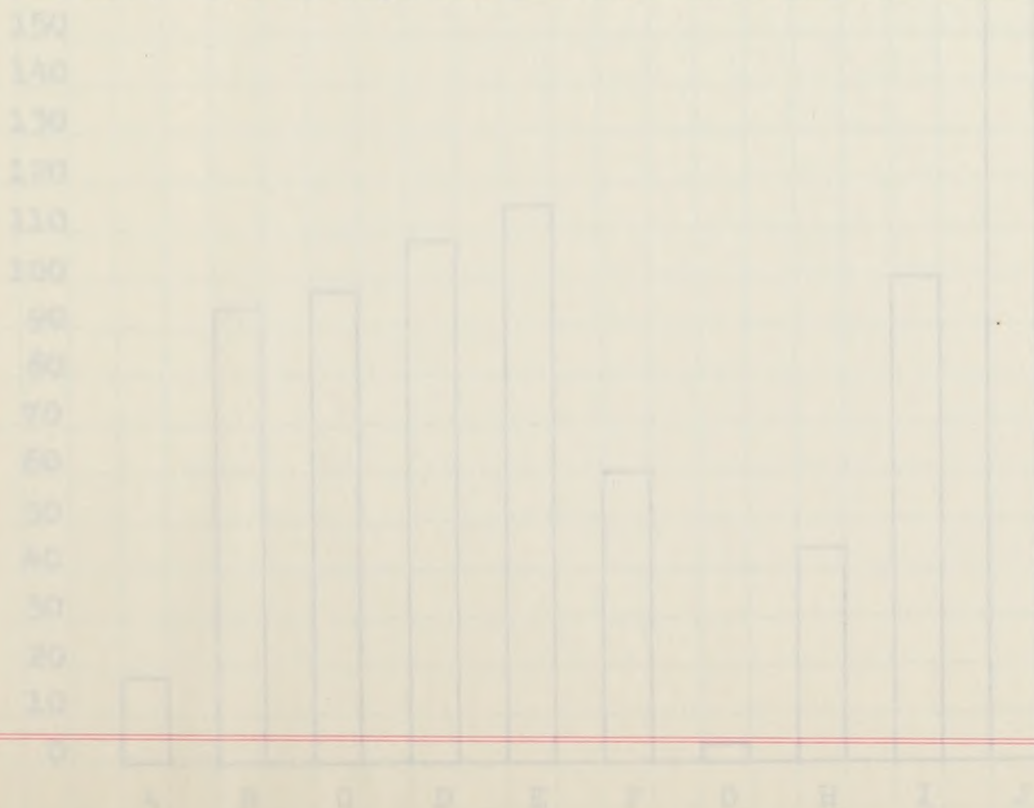


Figure XV

Opportunities for Writing
Paragraphs and Sentences
in Ten Workbooks

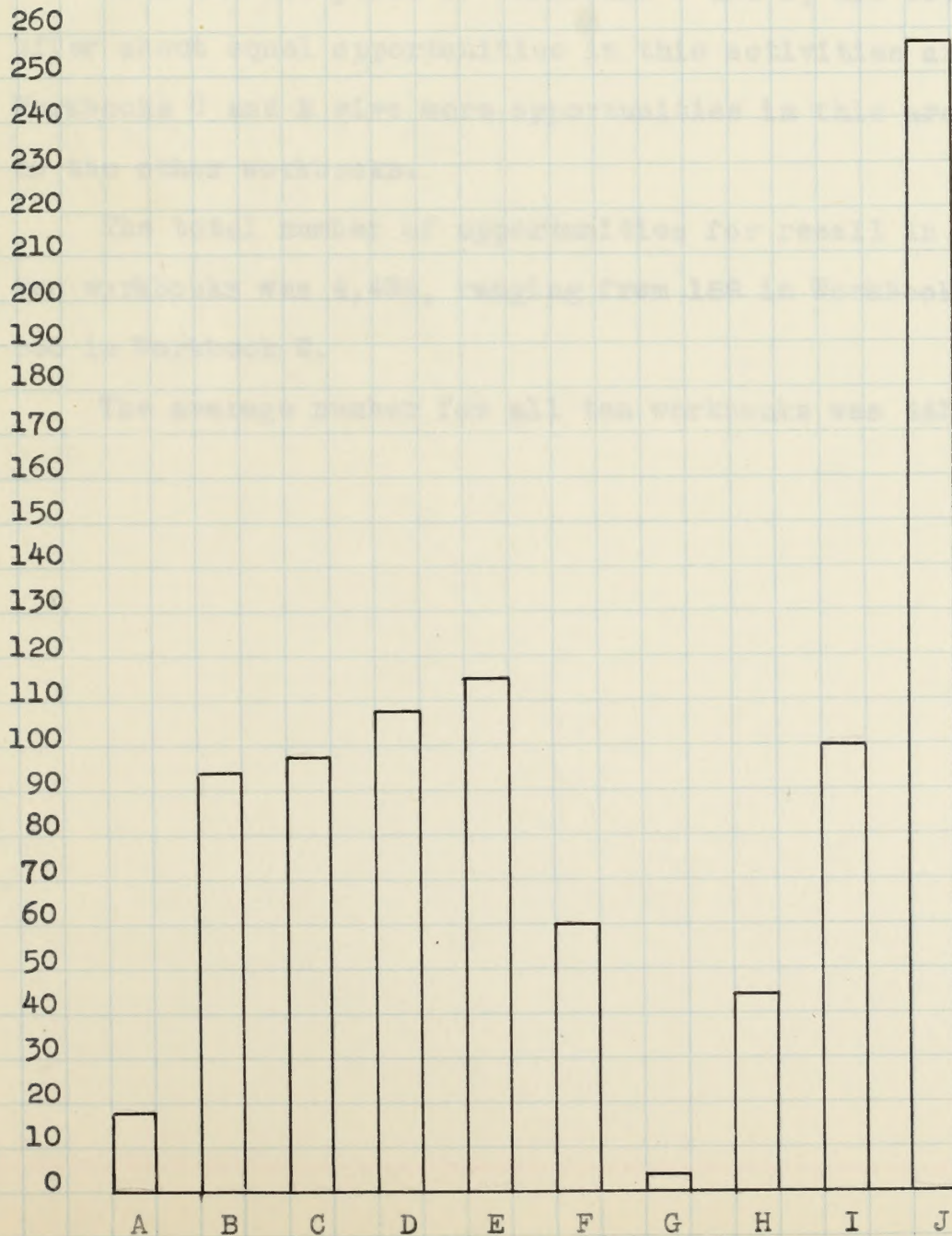


Figure XVI
Opportunities for Recall
In Ten Workbooks

Figure XVI shows, in graphic form, the comparative number of opportunities for recall in ten workbooks used in this study.

With the exception of Workbooks C and E, all seem to offer about equal opportunities in this activities area. Workbooks C and E give more opportunities in this area than do the other workbooks.

The total number of opportunities for recall in the ten workbooks was 4,434, ranging from 188 in Workbook G to 865 in Workbook E.

The average number for all ten workbooks was 443.4.

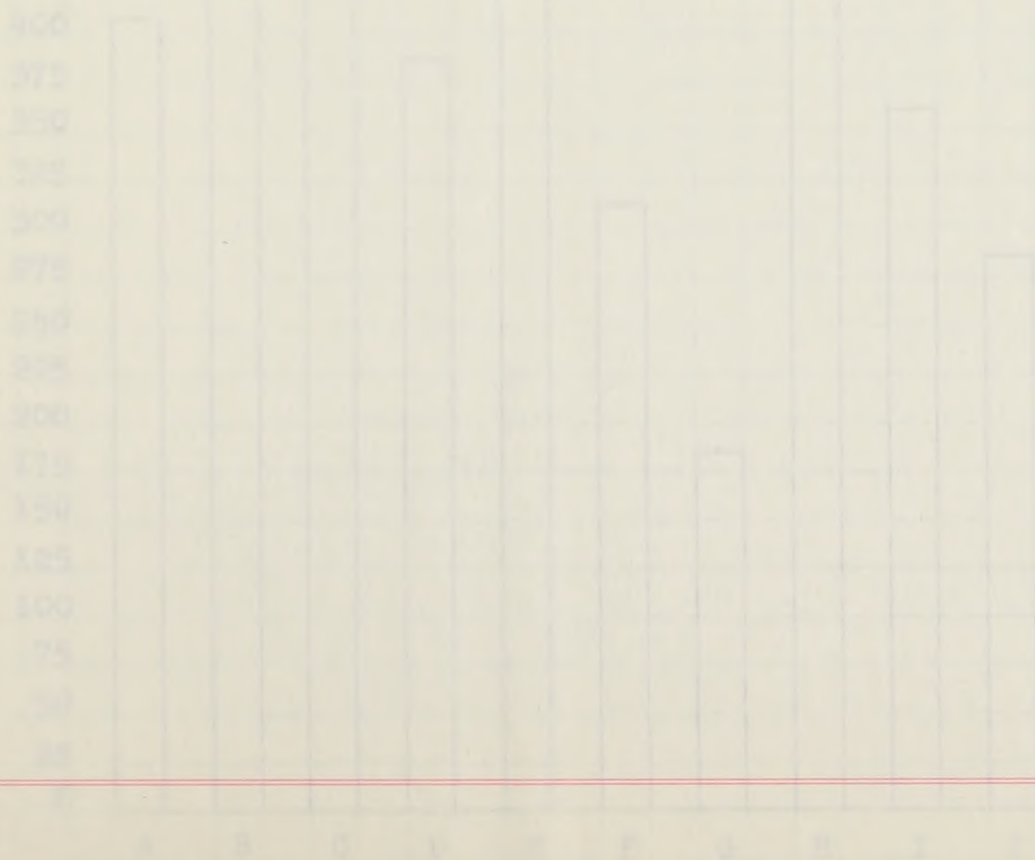


Figure XVI
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in Ten Workbooks

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The average number for all ten workbooks was 443.4.

Figure XVI
Opportunities for Recall
in Ten Workbooks

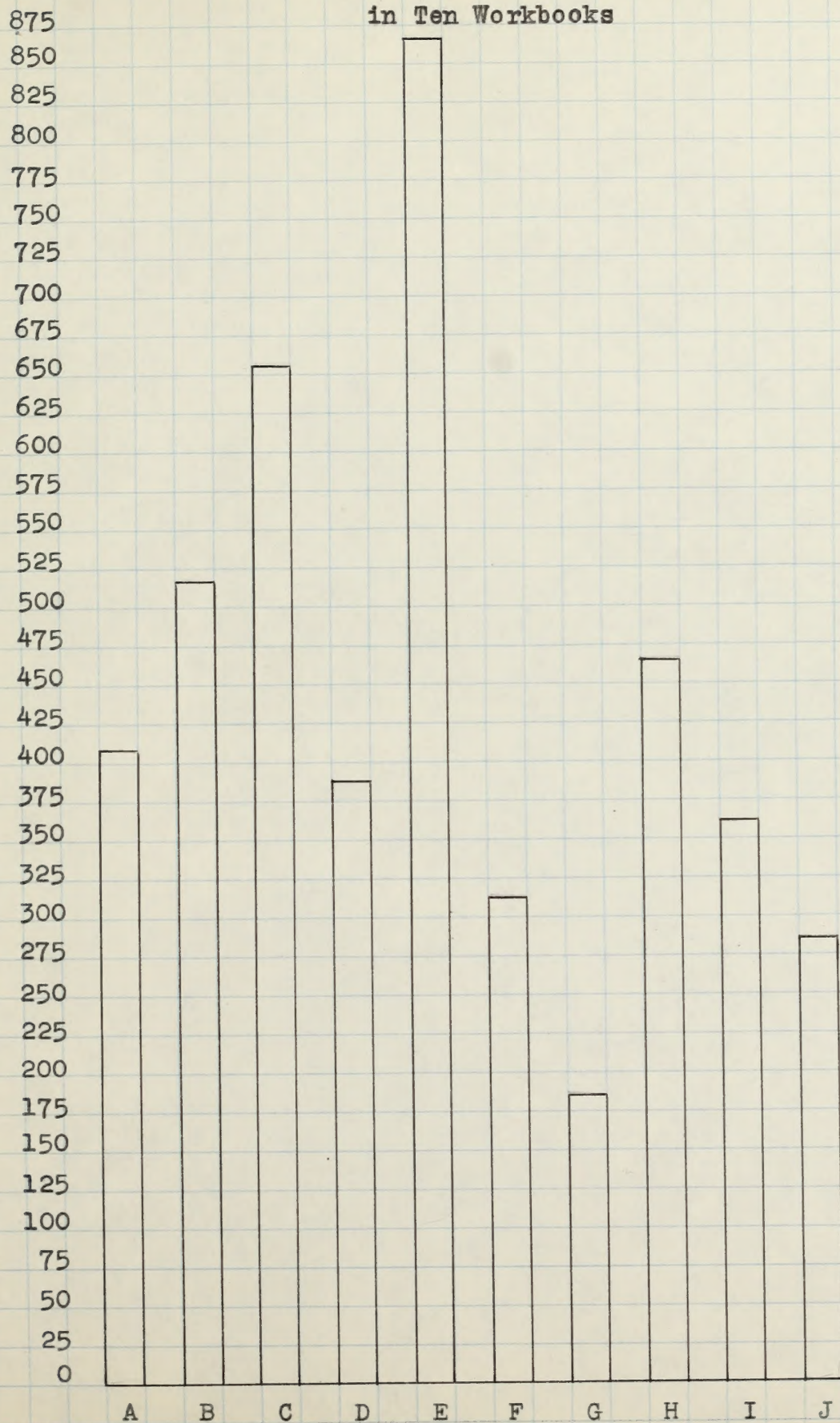


Figure XVII
 Opportunities for True-False Activities
 In Ten Workbooks

Figure XVII shows, in graphic form, the comparative number of opportunities for True-False activities in ten workbooks used in this study.

There seem to be great differences in the number of opportunities offered in this area in the ten workbooks. Two of the workbooks offer no opportunity for this work, while Workbooks D and I offer much work in this area.

The total number of opportunities in all ten workbooks was 780, ranging from 0 to 320. The average number for all ten workbooks was 78.

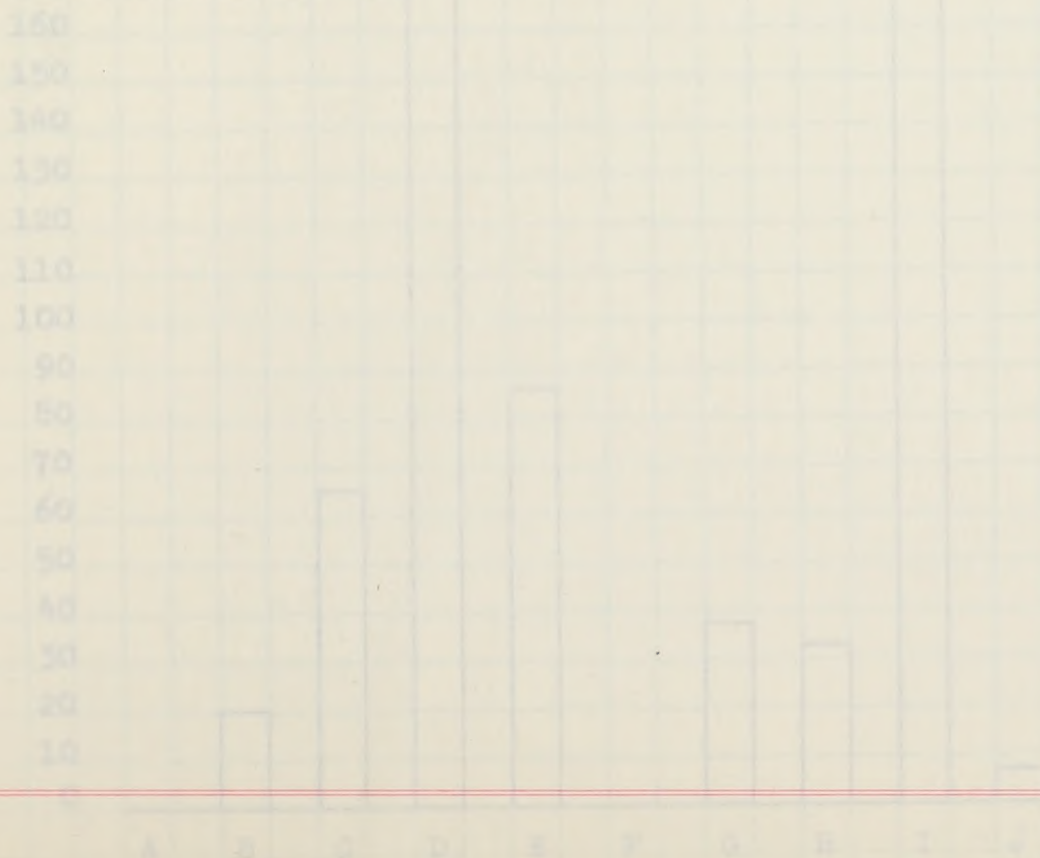


Figure XVII

Opportunities for True-False Activities in Ten Workbooks

Figure XVII shows, in graphic form, the comparative number of opportunities for True-False activities in ten workbooks used in this study.

There seem to be great differences in the number of opportunities offered in this area in the ten workbooks. Two of the workbooks offer no opportunity for this work, while Workbooks D and I offer much work in this area.

The total number of opportunities in all ten workbooks was 780, ranging from 0 to 320. The average number for all ten workbooks was 78.

Figure XVII
Opportunities for True - False
Activities in Ten Workbooks

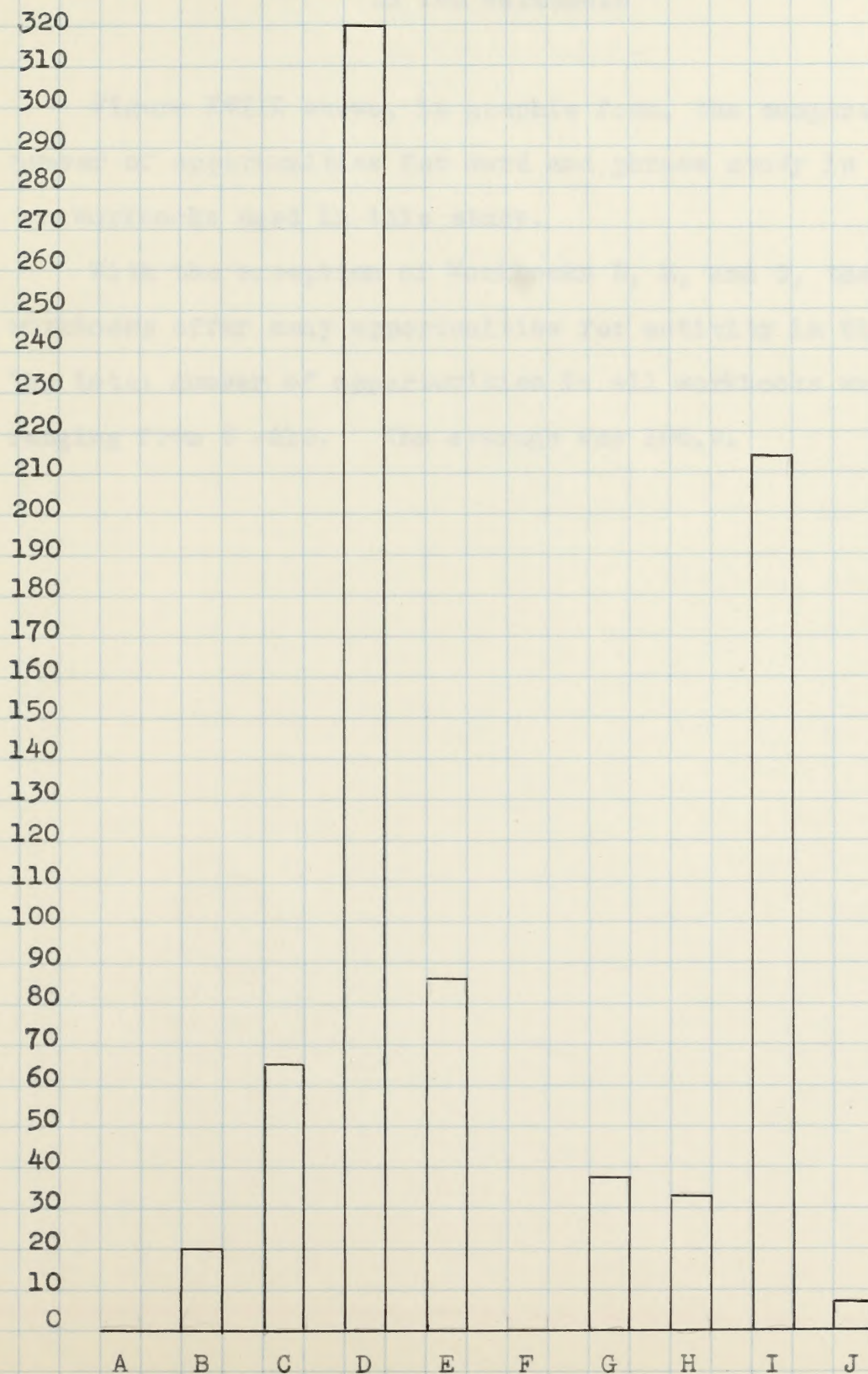


Exhibit VII
Recommendations for Data - 1970
Activities in New York

250
240
230
220
210
200
190
180
170
160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0

Figure XVIII

Opportunities for Word and Phrase Study In Ten Workbooks

Figure XVIII shows, in graphic form, the comparative number of opportunities for word and phrase study in the ten workbooks used in this study.

With the exception of Workbooks D, E, and G, the other workbooks offer many opportunities for activity in this area. The total number of opportunities in all workbooks was 1,009, ranging from 5 -210. The average was 100.9.



Figure XVII

Opportunities for Word and Phrase Study
In Ten Workbooks

Figure XVII shows, in graphic form, the comparative number of opportunities for word and phrase study in the ten workbooks used in this study.

With the exception of Workbooks D, E, and G, the other workbooks offer many opportunities for activity in this area. The total number of opportunities in all workbooks was 1,009, ranging from 5-210. The average was 100.9.

Figure XVIII

Opportunities for Word
and Phrase Study
in Ten Workbooks

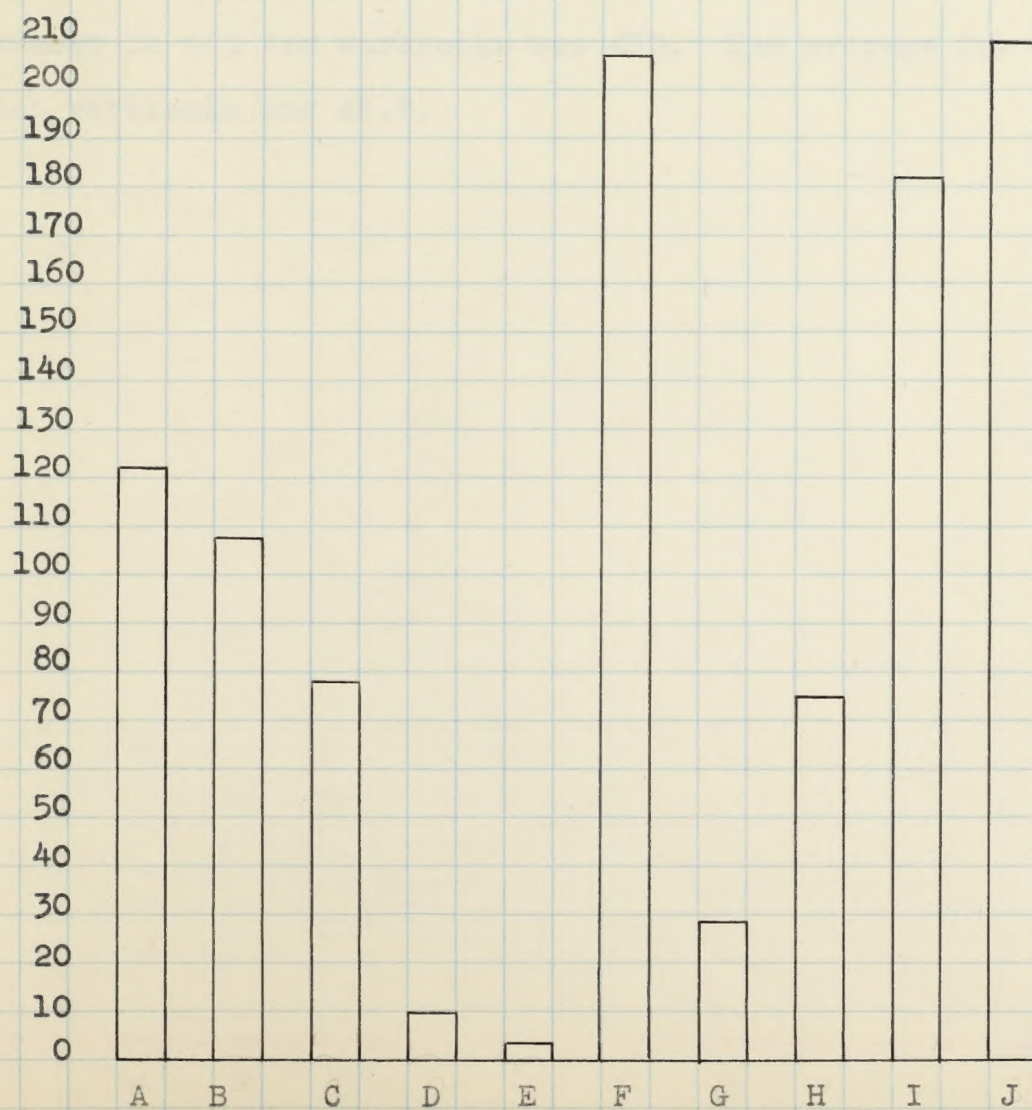


Figure XIX

Opportunities for Cartoon and Picture Study In Ten Workbooks

Figure XIX shows, in graphic form, the comparative number of opportunities for cartoon and picture study in the ten workbooks used in this study.

Two of the workbooks, D and H, offer no opportunities for activity in this area. The other workbooks vary in the number of opportunities offered from 3 to 147. The total number in all ten workbooks was 453. The average for all ten workbooks was 45.3.



Figure XIX

Opportunities for Cartoon and Picture Study
in Ten Workbooks

Figure XIX shows, in graphic form, the comparative number of opportunities for cartoon and picture study in the ten workbooks used in this study.

Two of the workbooks, D and H, offer no opportunities for activity in this area. The other workbooks vary in the number of opportunities offered from 3 to 14. The total number in all ten workbooks was 43. The average for all ten workbooks was 4.3.

Figure XIX

Opportunities for Cartoon
and Picture Study
in Ten Workbooks

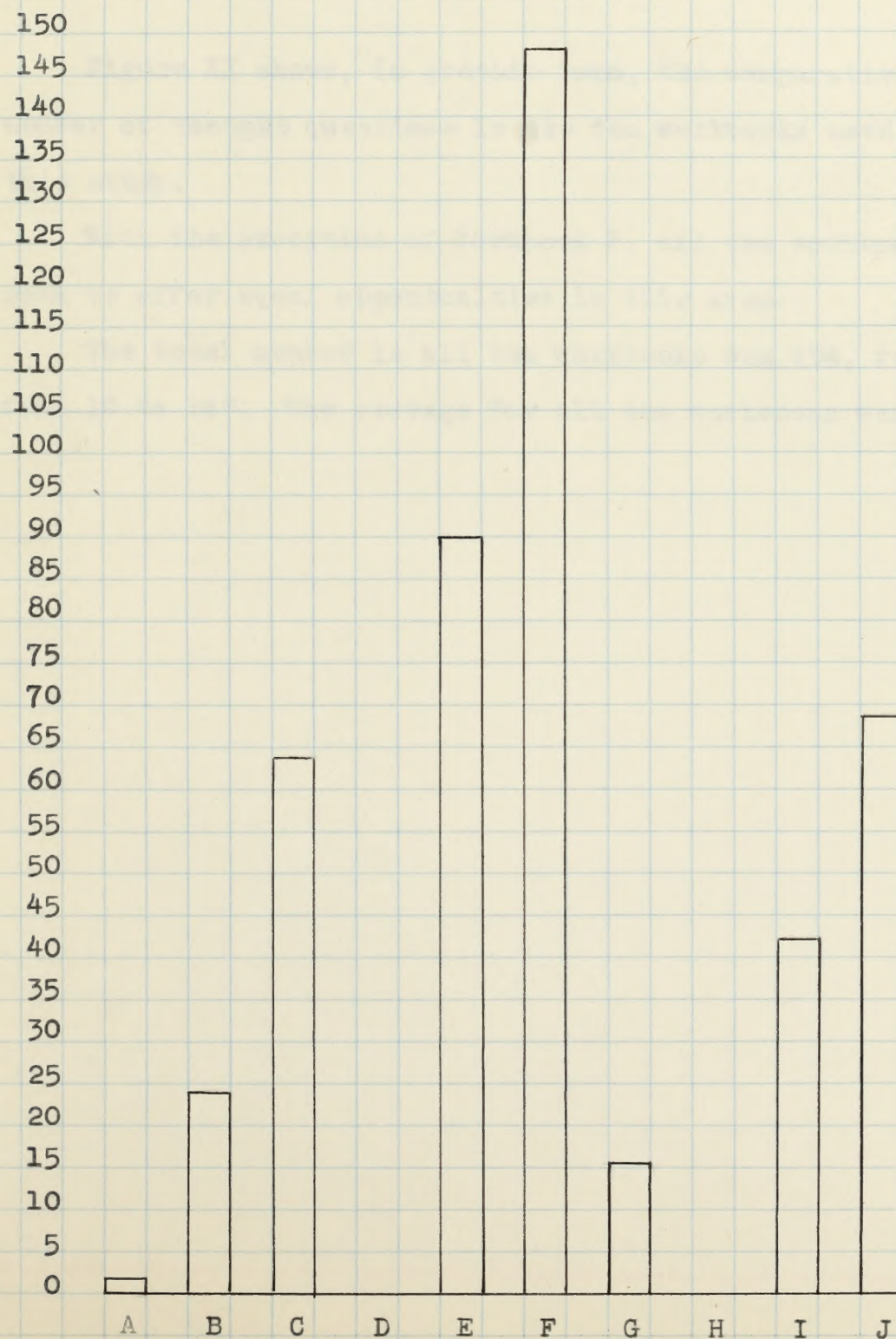


Figure XX
Opportunities for Thought Questions
In Ten Workbooks

Figure XX shows, in graphic form, the comparative number of thought questions in the ten workbooks used in this study.

With the exception of Workbook J, all the workbooks seem to offer equal opportunities in this area.

The total number in all ten workbooks was 994, ranging from 19 to 167. The average for all ten workbooks was 99.4.

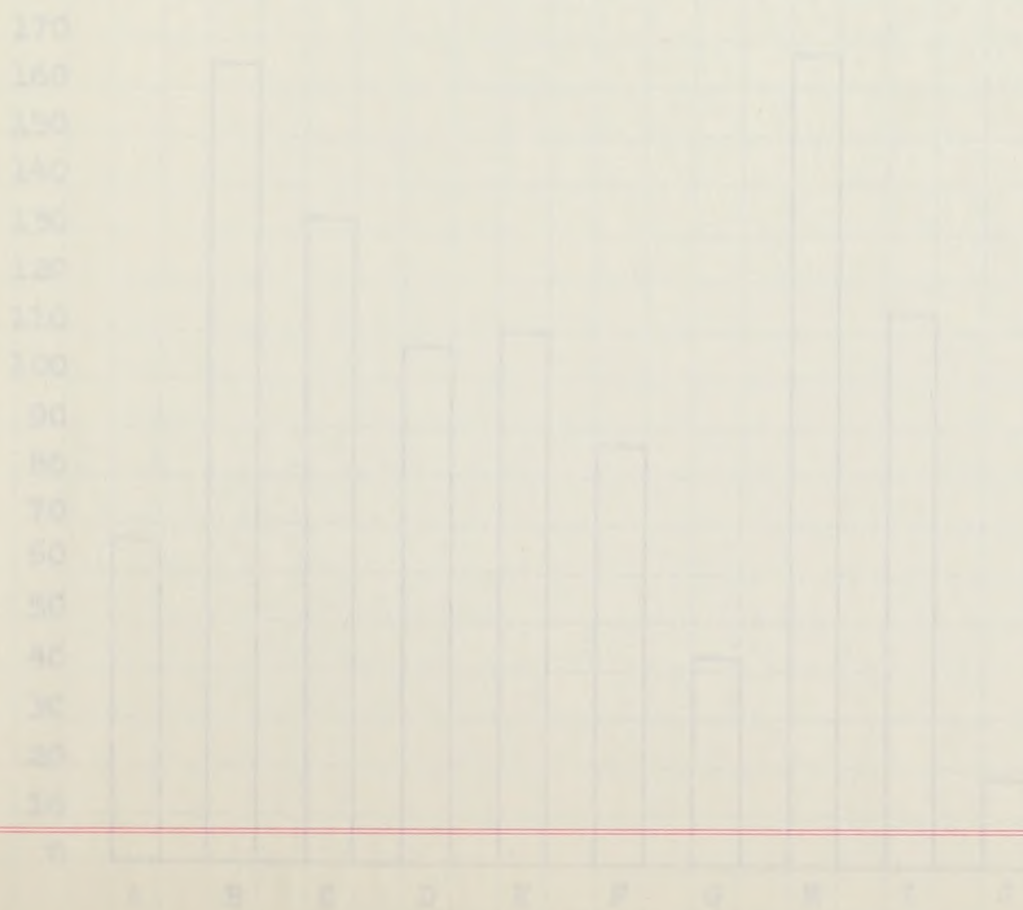


Figure XX

Opportunities for Thought
Questions in Ten Workbooks

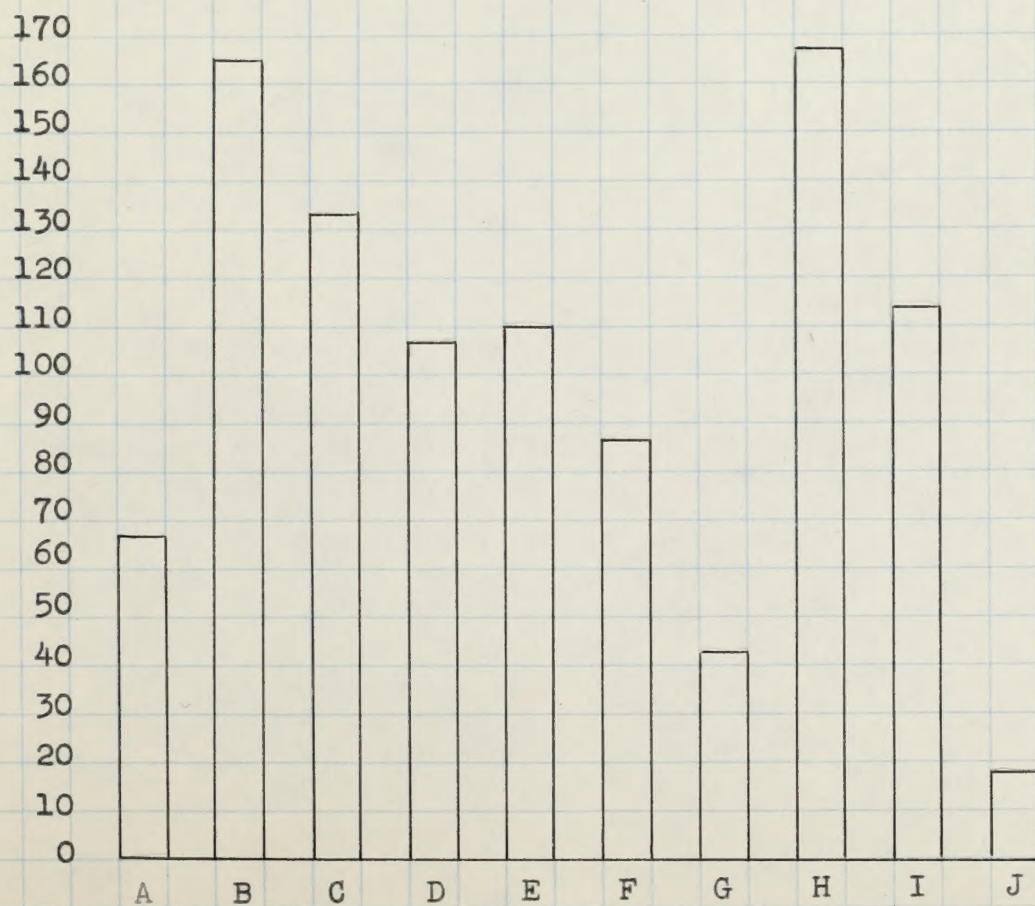


Figure XXI

Opportunities for Other Activities In Ten Workbooks

Figure XXI shows, in graphic form, the comparative number of opportunities for other activities in the ten workbooks used in this study.

Workbooks A, D, and G offer many opportunities in this area, while Workbooks J and E offer very few.

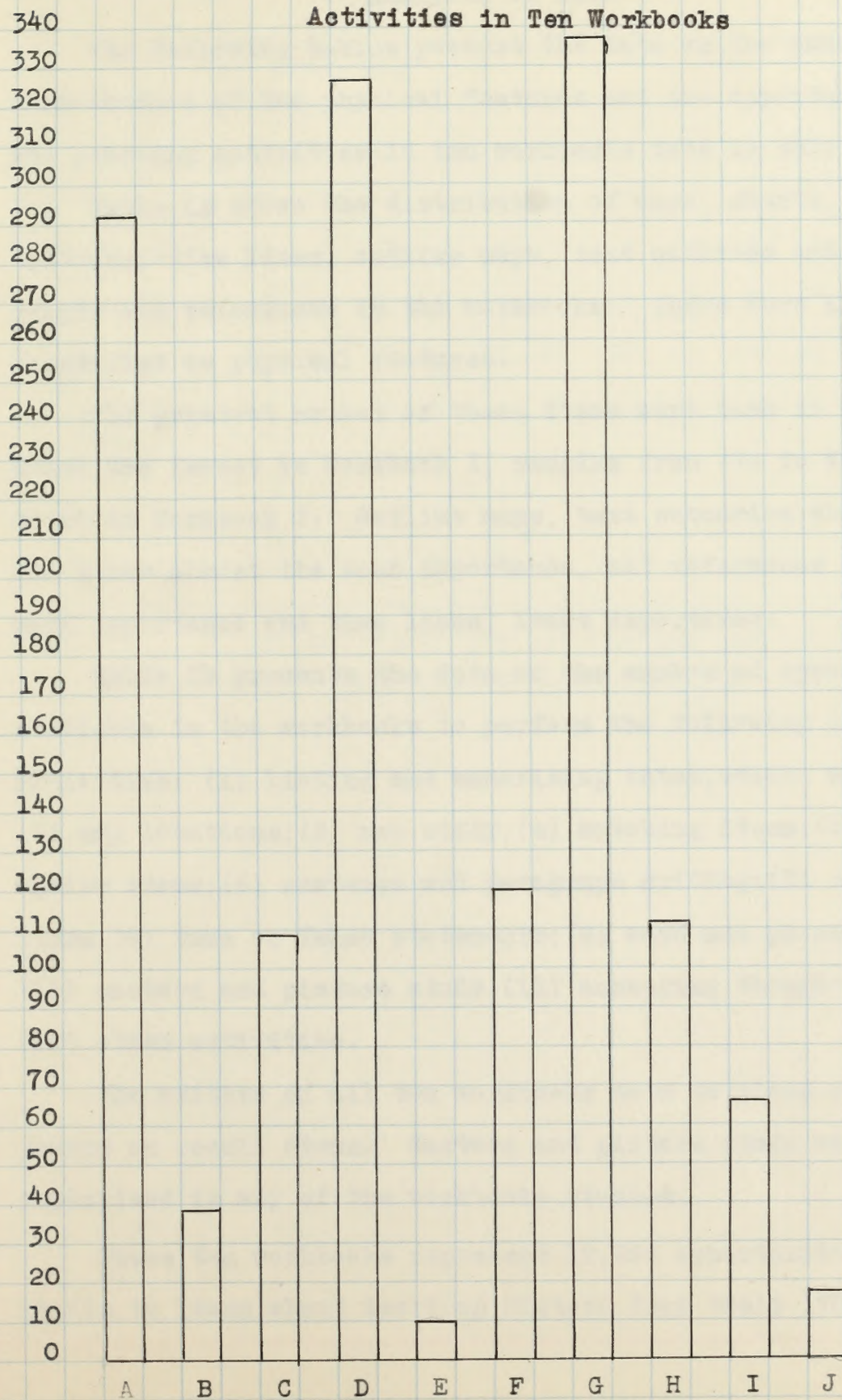
The total number of opportunities in all ten workbooks was 1,433, ranging from 10 to 338. The average number for all ten workbooks was 143.3.

Figure XXI

Opportunities for Other Activities
In Ten Workbooks

Figure XXI shows, in graphic form, the comparative number of opportunities for other activities in the ten workbooks used in this study. Workbooks A, B, and C offer many opportunities in this area, while Workbooks I and K offer very few. The total number of opportunities in all ten workbooks was 1,433, ranging from 10 to 333. The average number for all ten workbooks was 143.3.

Figure XXI
Opportunities for Other
Activities in Ten Workbooks



Analysis of Data

The following tables present the data on the numerical distribution of the physical features and the opportunities for learning activities in ten workbooks used in this study.

Table IA shows the distribution of maps, charts, illustrations, time lines, outline maps, text outlines and summaries, graphs and references in the workbooks. There were 1183 items classified as physical features.

The greatest number of these items were used in Workbook E and the fewest in Workbook I, ranging from 474 in Workbook E to 30 in Workbook I. Outline maps, text summaries and charts are given almost the same importance, but references are given most importance and time lines, least importance.

Table IB presents the data on the number of opportunities available in the workbooks to perform the following learning activities: (1) listing and memorizing dates, events and names; (2) map locations; (3) map study; (4) matching items; (5) multiple choice items; (6) sentence and paragraph writing; (7) recall items; (8) true or false statements; (9) word and phrase study; (10) cartoon and picture study; (11) answering thought questions; (12) other activities.

The writers of all ten workbooks seem to place most emphasis on recall items. Cartoon and picture study was not emphasized in any of the workbooks studied.

These ten workbooks represent 19,496 opportunities for pupils to learn about American History from their 1700 pages.

Table IA. Numerical Distribution of Physical Features in Ten Workbooks

	A	B	C	D	E	F	G	H	I	J	Total
Charts	13	16	8	4	46	16	10	0	6	14	133
Time Lines	1	0	2	1	8	0	4	0	6	0	22
Illustrations	0	0	21	16	26	10	16	0	0	0	89
Outline Maps	10	11	12	21	38	21	28	12	12	25	190
Text Outlines and Summaries	52	0	33	15	0	32	0	129	0	0	261
Graphs	0	9	6	3	18	0	2	0	6	2	46
References	0	4	0	30	338	58	0	12	0	0	442
Totals	76	40	82	90	474	137	60	153	30	41	1,183

Table IB. Numerical Distribution of Opportunities for Learning Activities in Ten Workbooks

Listing and Memorizing	A	B	C	D	E	F	G	H	I	J	Total
1. Dates	50	7	49	43	36	58	62	0	55	146	506
2. Events	86	51	100	155	117	28	136	11	163	0	847
3. Names	174	34	124	144	276	349	160	21	95	143	1520
4. Map Locations	154	81	116	372	173	184	953	162	242	222	2669
5. Map Questions	0	36	35	42	47	0	3	18	77	34	292
6. Matching Items	0	128	195	1024	380	0	554	41	227	0	2322
7. Multiple Choice	0	25	93	387	162	0	384	45	30	0	1346
8. Sentence and Para-graph Writing	19	93	97	107	113	60	2	44	100	257	902
9. Recall	407	512	654	387	865	311	188	463	363	284	4434
10. True-False	0	20	64	320	85	0	39	32	213	7	780
11. Word and Phrase Study	121	109	68	10	5	205	28	72	181	210	1009
12. Cartoon and Picture Study	1	24	64	0	90	147	16	0	42	69	453
13. Thought Questions	68	165	132	109	110	77	32	167	115	19	994
14. Activities	291	38	110	328	10	120	338	111	69	18	1433
Totals	1370	1303	1837	3458	2717	1350	2879	1200	1930	1330	19,496

Totals

1330 1803 1833 2428 2313 1320 2613 1800 1630 1820 18'433

	A	B	C	D	E	F	G	H	I	J	Total
14. Activities	807	38	110	238	10	180	223	111	83	18	1432
13. Thought Questions	68	162	132	108	110	33	32	163	112	19	884
12. Picture Study	1	24	64	0	30	143	19	0	43	63	422
11. Word and Phrase Study	131	103	98	10	2	202	38	33	181	210	1003
10. True-False	0	20	24	220	82	0	32	22	212	3	380
9. Recalls	403	212	624	393	662	211	188	462	292	284	4424
8. Sentence and Paragraph Writing	12	22	33	103	112	60	2	44	100	223	308
7. Multiple Choice	0	22	22	263	122	0	224	42	20	0	1249
6. Matching Items	0	122	122	1024	220	0	224	41	223	0	2222
5. Map Questions	0	22	22	42	43	0	2	12	33	24	222
4. Map Locations	124	21	112	232	132	124	222	122	242	222	2222
3. Names	134	24	124	144	232	242	120	21	22	142	1220
2. Events	22	21	100	122	113	22	122	11	122	0	243
1. Dates	20	3	42	42	22	22	22	0	22	142	202
Listing and Memorizing											

Table 1B. Numerical Distribution of Opportunities for Learning Activities in Ten Workbooks

CHAPTER V

SUMMARY AND CONCLUSIONS

Conclusions of this study. As a result of existing differences in workbooks in American History, the writer decided to analyze ten junior high school workbooks in order to determine the differences in the amount of emphasis on each phase of work and also the uniformity of activities to obtain desired results in the teaching of history.

No research had been done on workbooks in American History on the junior high school level.

Each workbook was analyzed page by page, for content and number of opportunities to perform in each phase treated. The physical characteristics were treated in similar manner.

In the first category, physical characteristics, seven groups were listed and seven were reported by graphs and tables. Charts and Outline Maps seem to be of importance in all ten workbooks, but the authors vary greatly concerning the value of time line charts.

In the second category, learning activities, fourteen groups were catalogued and reported by graphs.

The study showed nineteen thousand four hundred ninety-six opportunities for learning activity. The total number of opportunities varied from twelve hundred to three thousand four hundred fifty-eight.

The greatest number of opportunities were in the area of recall where 22.76 per cent of all the opportunities were offered, but the authors disagree on the amount of emphasis on this, as well as on all other phases of activity. One author devotes 4.2 per cent of all opportunities to the recall area, while another devotes 11.5 per cent to this same area.

^{1/} Wesley says, "The universal use of maps in books, magazines, newspapers, advertisements, and in various other situations demonstrates the desirability of learning to utilize them effectively."

The authors of the ten workbooks analyzed seemed to agree with this statement because 13.9 per cent of all the opportunities were offered in this area of locating on maps and 10.149 per cent on map study questions.

As has been shown by this analysis all types of activities have been included in these workbooks, but the authors disagree individually on the emphasis given to each activity, thus giving rise in the mind of the writer of this paper to many questions.

Further research is needed to determine the value of each activity.

^{1/} Edgar B. Wesley, op. cit., p. 335.

The greatest number of opportunities were in the area of recall where 32.76 per cent of all the opportunities were offered, but the authors disagree on the amount of emphasis on this, as well as on all other phases of activity. One author devotes 4.2 per cent of all opportunities to the recall area, while another devotes 11.5 per cent to this same area. Wesley says, "The universal use of maps in books, magazines, newspapers, advertisements, and in various other situations demonstrates the desirability of learning to utilize them effectively."

The authors of the ten workbooks analyzed seemed to agree with this statement because 13.9 per cent of all the opportunities were offered in this area of locating on maps and 10.9 per cent on map study questions.

As has been shown by this analysis all types of activities have been included in these workbooks, but the authors disagree individually on the emphasis given to each activity, thus giving rise in the mind of the writer of this paper to many questions.

Further research is needed to determine the value of each activity.

None of the workbooks studied included current events in their list of activities and little or no stress was placed on local history. In view of the fact that many communities are rich in historical background, the writer feels that opportunities should be offered in this area and also on current events.

No workbook can take the place of a good teacher and no workbook should be used indiscriminately is the belief of the writer of this study.

These conclusions are drawn after the study of these ten workbooks.

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